

# **THE GENTLEMEN AND LADIES STEM ACADEMY**

**APPLICATION FOR CHARTER SCHOOL 2020-2021**

# **THE GENTLEMEN AND LADIES STEM ACADEMY**

**APPLICATION FOR CHARTER SCHOOL 2020-2021**

## **TABLE OF CONTENTS**

### **SECTION 1 ACADEMICS**

1.1.	School Mission and Vision.....	2
1.2	Enrollment Summary.....	7
1.3	Academic Focus and Plan.....	17
1.4	Academic Performance Standards.....	43
1.5	Phase-In/Turnaround Planning.....	55
1.6	High School Graduation and Postsecondary Readiness.....	55
1.7	Assessments.....	56
1.8	School Calendar and Schedule.....	63
1.9	Special Populations and At-Risk Students.....	67
1.10	School Culture and Discipline.....	80
1.11	Recruitment, and Enrollment.....	86
1.12	Community Involvement and Parent Engagement.....	91

### **SECTION 2 OPERATIONS**

2.1	Governance.....	94
2.2.	Start-Up Plan.....	98
2.3	Facilities.....	100
2.4	Personnel/Human Capital.....	104
2.5	Professional Development.....	111
2.6	Insurance.....	115
2.7	Transportation.....	116
2.8	Food Service.....	117
2.9	Additional Operations.....	118
2.10	Waivers.....	121

## **SECTION 3 FINANCES**

3.1 Planning and Budget Worksheet.....	122
3.2 Budget Narrative.....	124

## **ATTACHMENTS**

ATTACHMENT A - Annual School Academic Calendar

ATTACHMENT B - Student Handbook/School Forms

ATTACHMENT C – Student Discipline Policy

ATTACHMENT D – Student Enrollment Policy

ATTACHMENT E - Pledged Support from Prospective Partners & Letters of Support/ MOUs/  
Contracts

ATTACHMENT F - Board Governance Documents

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax exempt status
- F3. By-laws
- F4. Code of Ethics
- F5. Conflict of Interest Policy
- F6. Board member resumes
- F7. Board policies, including policies on open meetings/open records

ATTACHMENT G - School Organizational Chart

ATTACHMENT H - School Leader Resumes/Student Achievement Data (if available)

ATTACHMENT I – Employee Manual/Personnel Policies

ATTACHMENT J - Insurance Coverage

ATTACHMENT O - Planning and Budget Worksheet

ATTACHMENT P - Budget Narrative

SUPPLEMENT TO SCS: Section 1.2 Enrollment Summary

## GENERAL INFORMATION

Name of proposed school: The Gentlemen and Ladies STEM Academy

Projected year of school opening: 2020-2021

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: The LeFlore Foundation

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes X No \_\_\_\_\_ In Process \_\_\_\_\_

Model or focus of proposed school: STEM

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Earl Leflore, Jr.

Mailing address: 1690 Bonnie Lane, Cordova , TN 38016

Primary Telephone: ( 901 ) 502-6421 Alternate Telephone: (     ) \_\_\_\_\_

Email Address: thegentlemenacademy@gmail.com

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Earl LeFlore, Jr.		
Earl LeFlore Sr.		

Name of proposed school leader (if any): Dr. Tavis Jones

Proposed school leader's current employment: District Lead Coach, Metro Nashville Public Schools

City or geographic community: Memphis, TN - Cordova

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer(s)?

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type: New-

**Start Applicant**

Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator

Existing Tennessee Operator Proposing Exact Focus/Grade Structure

The Gentlemen and Ladies STEM Academy (GLA) is poised to be a K-8 public charter school designed to enhance educational outcomes for children and youth in Shelby County and the city of Memphis. GLA is a STEM school with a thematic focus on Science, Technology, Engineering and Math (hereafter GLA-STEM). The school is committed to equipping its students with the skills and knowledge necessary to thrive in a world of futuristic scientific technology whose future is now. Because of the all-important roles of reading and reading comprehensive abilities in the success of any subject matter, GLA-STEM's academic model will have a school-wide focus on language development and literacy. Additional emphasis will be placed on creative problem solving, skilled communications, and critical thinking. The school's philosophy is for students to acquire career sustaining skills through development of their intellectual capacities and scientific and technological acumen in a "Culture of Learning" environment.

GLA-STEM will be a public, nonsectarian, non-religious, non-home-based school that operates within the Shelby County Schools public school district. It will adhere to all state and federal laws and constitutional provisions prohibiting discrimination based on disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Each aspect of the school's design – including grade structure, staffing plan, and intervention model has been thoughtfully crafted to support a vision of success.

## **SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY**

### **1.1 School Mission and Goals**

**(a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. A school's mission statement provides the foundation for the entire application.**

**Mission Statement:** The mission of the Gentlemen and Ladies STEM Academy to facilitate high performance of students in elementary and middle school and to equip them with foundational skills necessary for success in high school, college, career, and community.

The school will achieve its mission by providing a rigorous academic program with embedded supports and an emphasis on discipline, character development, and service. It will educate its students to be thriving community leaders, role models for their peers, successful in their career of choice, and productive adult citizens in a democratic society. The mission guides all school activities structure and staffing model. The mission also includes efficiently and effectively operation of our schools. GLA-STEM provides introductory services for students, community service program, intensive teacher development, and an emphasis on accountability. Reflective of the STEM focus, the school's mission also is to provide students a challenging learning environment focused on math, science, and technology, to inspire joy at the prospect of discovery, and to foster a culture of innovation based on ethical behavior and the shared interests of humanity. The overarching GLA-STEM mission reflects the school's vision and embodies the essence of student academic achievement and its connectedness to productive citizenry.

**(b) Describe the vision and goals of the proposed school and how they will help achieve the school's mission.**

Both pragmatic and optimistic the GLA-STEM vision is to be a vibrant, high-performing community school that provides students with the skills and knowledge to embrace purposefulness and to transcend adversity. Students will be achieving at the highest levels with a sense of purpose and agency. GLA-STEM classrooms will be defined by their enthusiastic approach to teaching and learning. Powered by a “Culture of Learning” philosophy, students will feel a strong sense of ownership of their academic achievements, and academic excellence through positive social behavior, every child’s stepping stone to the future. Students will have numerous opportunities to connect with local experts, solve problems and present their work. Young people will be inspired to be science and technology leaders by exposing them to careers and jobs that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Every staff members’ role is designed to support the achievement of our mission. Equally contributive to students’ paths to college and careers, teachers at GLA-STEM will be supported by the instructional leadership team as they continue to grow guided by individual development goals. Parents will be actively engaged and feel valued by school leadership and staff.

GLA-STEM stated organizational goals are: to close the achievement gap, ensure students reach proficiency, and provide parents with meaningful opportunities to participate in their children’s education. To recognize its vision, school planners crafted a set of ambitious, yet feasible, school performance goals. These goals, which are delineated more specifically in sections 1.3 (Academic Performance Standards) and 1.7(Assessment) of this proposal, are the result of an intensive review of school performance trends in Memphis and across the state of Tennessee. The institution-wide goals below reflect GLA-STEM’s commitment to accountability and the measurable review of academic status.

#### **Organizational Goals:**

- **Academic Goal #1:** GLA-STEM will make clear progress towards closing the achievement gap.
- **Academic Goal #2:** GLA-STEM will increase the percentage of students scoring at or above the proficient on the NAEP (National Assessment of Educational Progress).
- **Academic Goal #3:** GLA-STEM will earn an Annual Performance Report that meets or exceeds the state standard and reaches at least 85% by the school’s fifth year of operation.
- **Academic Goal #4:** increase proficiency to the 25th percentile or above on the Tennessee Comprehensive Assessment Program or TN Ready measurement as compared to SCS and other public schools in Tennessee.
- **Academic Goal #5:** 75% of college-bound GLA-STEM students graduating to the ninth grade will indicate an intent to pursue a major in science, mathematics, or engineering.
- **Career Goal:** 80% of students promoted to the ninth grade will indicate an interest in science or technology as a career.
- **Staff Learning Goal:** 100% of teachers and administrators will develop, improve, and complete personal professional development plans.

#### **GLA-STEM Universal STEM Goals:**

To further contribute to the success of the school’s STEM mission, GLA-STEM has adapted two of three broad and widely espoused goals for K-12 STEM education in the United States that captures the breadth of the purposes for STEM education and reflect the types of intellectual capital needed for the nation’s growth and development in an increasingly science- and technology-driven world. These goals are:

- **Goal #1:** to increase advanced training and careers in STEM fields
- **Goal # 2:** to expand the STEM-capable workforce

**(c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102**

The charter school purposes delineated in the Tennessee Annotated Code provide a succinct and precise construct through which charter schools can thrive in an innovative, creative, and supportive environment. These purposes include:

**1. Improve learning and close the achievement gap between high and low students**

Due to testing technicalities, TCAP scores for the 2016-2017 school year are not available for the seven SCS elementary and- middle schools in the GLA-STEM service area. The less recent 2014-2015 data showed elementary students in these schools scored higher in the percentages of combined proficient and advanced range compared to the combined basic and below basic measures. The combined growth in the core academic disciplines, however, was a negative 4.8. In the middle schools, the combined average in the below basic and basic categories was 12% greater than the proficient and advanced categories. The overall academic growth was a negative 5.4. The TVAAS combined numeracy and literacy scores in the middle schools was 1 compared to 3.4 among the elementary schools. All GLA-STEM staff, from the Principal to teachers' aides and support staff, will be accountable for demonstrating that students are learning based on progress in the classroom and to ensure that the school design is dedicated to closing the achievement gap so that all students are successful. The GLA-STEM intervention purports to improve and maintain parity (where applicable) for elementary school students and to increase performance among middle school students through reaching and teaching students with a diversity of learning styles and student supports based on each student's needs.

**2. Provide options for parents to meet educational needs of students in high priority schools**

The GLA-STEM Principal will work with the school leadership staff to perform community and parent outreach activities to bring them into the school community and gain their trust and commitment to their students' success; this outreach will evolve into a true partnership with families. We desire to be the grade school of choice for Cordova families who seek a safe learning environment with high expectations for academic success, citizenship, and dedication to improving the community at large. We will provide numerous methods for parents/families to help us meet students' educational needs, including an open-door policy for all teachers and administrators, regular parent/teacher conferences, quarterly progress reports to keep parents current on their students' academic status, and parental involvement in school events.

**3. Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance.**

GLA-STEM will utilize a combination of several innovative teaching methods, giving schools and teachers greater authority and greater responsibility for student performance. Among those methods identified they include: blended instruction, project-based learning, inquiry-based learning, technology-based learning, differentiated instruction, and pull out. Innovative instructions will permit teachers to do what's fair and developmentally appropriate for students when "regular" instruction doesn't meet their needs. The developmental needs of typical "tweens" (middle school

students) and the wildly varying needs of individuals within this age group will be a point of focus for middle grade teachers that require special skills.

#### **4. Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments.**

The GLA School believes that a high-quality assessment cycle is fundamental to providing excellent teaching and producing dramatic student performance gains. All stakeholders in the GLA community – Board, leadership, teachers, students, families, in the Cordova are and the SCS – will know what our expected outcomes are and will be given regular, meaningful information about our progress toward them.

We will provide rigorous training to our leaders and teachers in analyzing and using data to inform instruction to ensure that all of our decisions, from the classroom to the several internal and external assessments – including diagnostic, formative and summative performance GLA-STEM will be a learning community in which professional development for teachers in analyzing and using data to inform instruction to ensure that all of our decisions, from the classroom to the several internal and external assessments – including diagnostic, formative and summative performance based assessments, and constructed response and will use the results to make decisions about our academic program. We will also review the use of Pearson Assessments to better monitor and demonstrate our students' achievement.

#### **5. Create new professional opportunities for teachers**

GLA-STEM's vision will transform the school into a learning community in which professional development for teachers and the principal is guided by Personal Learning Plan that addresses learning and professional development needs as they relate to academic achievement and developmental needs of students at the grade school level. Based on our leaders' experiences and research on supporting grade school teachers, we will create a Collaborative Leadership and Professional Learning community in which all members of the staff collaborate to develop and implement the school's learning goals. Teachers and teacher teams will provide the leadership essential to the success of reform.

#### **6. Afford parents substantial/meaningful opportunities to participate in education of their child**

We know from our school leadership and teaching experience and research that one of the single most important factors in our students' success is a high level of parental and community member involvement in the school and in their students' lives. We are highly committed to engaging parents/guardians and community members in our students' academic and personal development. We will also encourage parental involvement activities discussed above.

#### **(d) Describe how the mission and vision of this school addresses any priorities set by the chartering authority;**

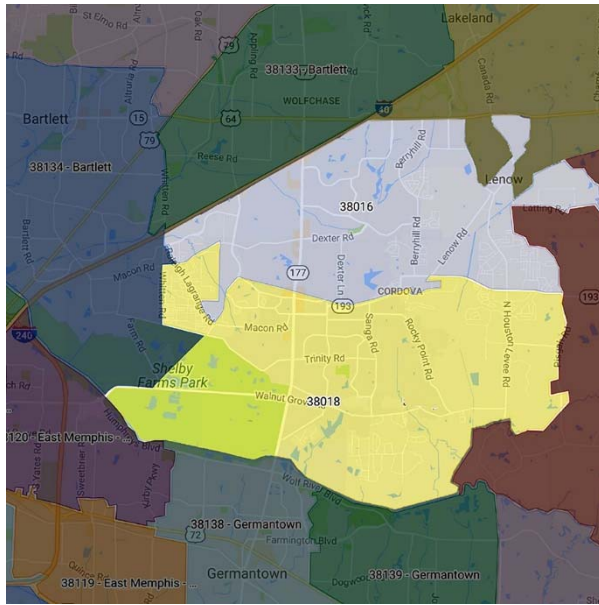
In compliance with State of Tennessee charter school regulations, GLA-STEM will not recruit students based on ability or performance, and will not turn away students for any reason. The school will provide learning opportunities for students of all abilities, and achieve strong results, among them special needs, gifted, and English Language Learners. The school's academic plan provides a rigorous academic program with extensive and embedded supports for each student as fits his/her needs, and is supported by an emphasis on discipline, character and service. GLA-



STEM's extensive academic and social supports, extended day and year, and its small and supportive environment are well suited to meet these profound needs. Every staff members' role is designed to support the achievement of the school's mission.

**(e) Describe what the school will look like when it is achieving its mission.**

In ten years, there will be a palpable culture of collaboration and high expectations among staff. Students will approach their learning with a sense of curiosity and freedom to explore or deviate from information that may or may be part of a set of academic instructions offered by a curriculum lesson plan or instructor. Academic freedom is as an essential part of the GLA-STEM pedagogical doctrine and learning philosophy. All students will feel valued and supported and free to explore identities in a safe, nurturing environment. Students will be immersed in a variety of grade-level appropriate STEM activities. Parents and families will embrace the school as a community anchor that promotes the development of holistic citizenry. The school will be recognized as a leader in STEM. At least 40% of students will return to a 10<sup>th</sup> year school reunion as college graduates in science, mathematics, engineering, or a technology related discipline. Sixty percent (60%) will be employed in technology fields. Parents and families will embrace the school as a community anchor. The school will be recognized as a leader in project-based learning and STEM. GLA-STEM will have qualified and well-trained teachers who can provide continuity in the school experience. The school will be a destination for educators as it will be recognized as a school that prioritizes not only the development of the whole child but also teacher-leader development and teacher quality of life.



## 1.2: ENROLLMENT SUMMARY

(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.

**Figure 1: Map of Zip Codes 38016 and 38018**

Gentlemen and Ladies Academy will accept any student eligible to attend Shelby County Schools from any school zone or region. However, students are projected to come from a geographical net that largely encompasses an area in Shelby County widely known as the Cordova community. The GLA-STEM service area is primarily comprised of zip code 38016, but it also reaches substantially into 38018. The original incorporated town of Cordova is in zip

code 38016. It was annexed in large part by the city of Memphis between 1005 and 2001. The remainder of Cordova that was not annexed is in unincorporated Shelby County, in the Memphis Annexation Reserve area. Figure 1 is a map of zip codes 38016 and 38018, the primary zip codes that comprise the GLA-STEM service area and the community less frequently referred to as the Shelby County Schools Cordova School Zone.

**Demographic Data.** Table 1 describes the total population, school age population, and ethnic composition in the Cordova Community school zone. The 2017 American Community Survey five-year total population estimate is 83,565. The K-8 school age population (10-14) is 11,591. The racial composition of the area is 48.2% White, 41.9% African American, 0.04% Native American, 4.8% Asian, and 1.4% from two or more races. The Hispanic or Latino of any race is 4.9% of the population. The service area experienced a population increase of 5,427 persons from 78,138 in 2010 to 83,565 in 2017.

**Table 2: Population, Age groups, and Ethnic Composition for Zip Codes 38016 and 38018**  
American Community Survey 2017 Five-Year Estimate

	<b>38016</b>	<b>38018</b>	<b>Total</b>
<b>Total Population</b>	46,285	37,280	83,565
<b>5-9</b>	3,313	2,328	5,641
<b>10-14</b>	2,772	3,178	5,950
<b>K-8 School Age Population (5-14)</b>	6,085	5,506	11,591
<b>White</b>	20,584	19,764	40,348
<b>African American</b>	21,793	13,217	35,010
<b>Native American</b>	15	22	37
<b>Asian</b>	2,038	2,037	4,075
<b>Pacific Islander</b>	17	8	25
<b>Two or More Races</b>	1,472	1300	1,772
<b>Hispanic or Latino of any Race</b>	1,831	2,275	4,106

Table 2 is a description of households, families, and income in the service area (data from 2015 American<sup>1</sup>. Among 31,629 households in the area, there were 20,618 families. Of these households, 34.6% had children under the age of 18 living with them, 47.4% were married couples, 14.8% were female householders with no husband present, and 34.65% were non-family households. Individual households were 29%, and 6.5% were persons 65 years of age or older living alone.

<b>Table 2: Households, Families, Income Combined Zip Codes 38016 and 38018</b>	
<b>Households</b>	31,629
<b>Housing Units</b>	
<b>Families</b>	11,599
<b>Households/Children Under 18</b>	36.4%
<b>Married Couples Living Together</b>	47.4%34.6
<b>Female Householder/No Husband Present</b>	14.8%
<b>Non-Family Households</b>	11,011
<b>Households Made up of Individuals</b>	29.5%
<b>Single Person Households over 65</b>	6.5%
<b>Children Under 18 Percent Below Poverty</b>	14.7%
<b>School-aged children 3 to 14</b>	11,805

*School Zone Data.* According to information provided by school officials, Shelby County Schools does not rely on school zone demarcations as it has in previous years. Instead school zones are loosely characterized by the zip codes where schools are located. Dexter, Cordova, Chimney Rock, Riverwood, and Macon-Hill are the SCS elementary schools in the GLA-STEM service area. As such students from the Cordova school zone are expected to comprise much of the GLA-STEM enrollment population. The map of the GLA-STEM service area at Figure 1 is largely what was once the city of Cordova, but it also includes some of the incorporated areas of Germantown and Bartlett. Schools from these areas, however, are not a part of the GLA-STEM school demographic profile and the school zones within the SCS LEA. It should also be noted that there are seven non-public schools in the service area, and there are no charter schools.

**(b) Provide a rationale for selecting the community where the proposed school will locate.**

The principal developer of GLA-STEM, the LeFlore Foundation, has maintained a children and youth services presence in the Cordova community since 2007. The Foundation, whose mission is children's resources development with a slant towards behavior modification, is the founder of a robust pre-school and after school program, an early child care program (ages 0-3), pre-K, and kindergarten which has now become a separate corporate entity from the Foundation. Because of the Foundation's relationship with Gentleman and Ladies Academy, Inc. and the fact that the STEM school is proposing to co-locate with this child care facility, developers view it as high priority to be able to provide "one stop learning" for families utilizing before and after school child care services. In fact, parents whose children are currently served by the child care program routinely ask the center operators to consider opening a charter school which would give their children the convenience of a "continuum of learning" integrated with child care. The entire spectrum of the child's total care and academic experience in one location would eliminate the logistics of parents picking up and dropping off children. It also would reduce the tremendous

<sup>1</sup> American Community Survey 2015 and 2017 estimate

burden of worry parents bear when they know that their children are in one location for the duration of the school day.

The increase in population of 5,427 persons from 2010 to 2017 (78,138 to 83,565) in the proposed school zone is also another reason why GLA-STEM is proposing to locate a charter school in the Cordova area. In the supplemental materials for this application, SCS has described the schools in the Cordova region as “above capacity”. As recently as February 2019, SCS approximated that an additional 500 seats were needed for grades K-5 in the Cordova service area. There is some speculation that this overcrowding is due in large part to continual out migration of families from Memphis inner city communities to suburban communities in search of better housing, schools, and other amenities. GLA-STEM is proposing to create additional education services for 800 students that are grades K-8 by the end of the 2024-2025 school year. School planners view GLA-STEM as a major prospect for students and families in the Cordova area to be provided an option to avoid matriculation in overcrowded schools.

Table 6 below in section (d) of this application describes the student ethnic composition of schools in the Cordova vicinity. Not only will GLA-STEM be promoted to families that attend the Gentlemen and Ladies Academy, which are largely African American, but other ethnicities that are represented in the Cordova community will be engaged as well. Outreach to students that are economically disadvantaged, disabled, and English Language Learners also will be a major consideration for potential enrollment. The Memphis community which is largely White, African American, and to a much lesser extent Hispanic or Spanish-speaking is deeply divided which is a major impingement factor on GLA student composition. This self-imposed segregation makes it difficult for any substantial attraction of racially diverse groups, but GLA-STEM is designed to be a school for any family that is desirous of participating. In the section of this application on Enrollment Summary, the projected GLA profile mirrors the current demographics of the SCS schools and the student profile data in the service area. GLA-STEM leadership will make every effort to insure a student body that reflects the residential makeup of the surrounding community. A comprehensive plan to market and conduct outreach, not only to bilingual but to all families in the Cordova school zone, is described in detail in section 1.11 of this application.

**(c) Discuss the academic performance of surrounding schools in that community.**

In preparing its responses to the questions in this application, GLA-STEM was unable to access data for TCAP and TVAAS after 2015 (as seen in Tables 3-8). It recognizes that this information is likely to have changed, but is utilizing the data to give a relative prospective of why GLA-STEM is an great educational option for Cordova.

*School Profile.* Tables 3 and 4 describe the academic performance of students in the five elementary schools in the GLA service area. Both TCAP and TVAAS scores are delineated for each target school in the GLA service area. TCAP score results for grades through 3-8 for school year 2014-2015 are provided in Table 4. Among the five target elementary schools, none of the Math scores were greater than 10% Below Basic, compared to the state of Tennessee’s average of 14.8%. The combined average percent proficient and advanced rates were 60, compared to the state’s average rate of 55.6%. Chimney Rock had an overall loss in Math, Science, and English score growth of 6.6. Combined %Proficient and %Advanced English/Language scores for the five schools were on average 48.9, on par with the state’s average percent of 48.4. Chimney Rock, Cordova, Dexter, and Riverwood had an average negative academic growth of 6.2. Macon-Hall, on the other hand, had a combined average of percent proficient and percent advanced of 54% and an average growth of 3.2. While these schools had higher combined percentages of proficient and advanced students compared to below basic and basic, the overall growth rate for all the disciplines in the combined schools was a negative 0.7.

**Table 3: 2014-2015 TCAP SCORES GRADES 3-8**  
**Cordova School Zone Elementary Schools**  
**Chimney Rock, Cordova, Dexter, Mason-Hall, Riverwood**

School Name	Subject	% Below Basic	Basic	% Proficient	% Advanced	Growth
<b>Chimney Rock Elementary School</b>	Math	8.8	32.4	42.4	16.4	- 6.6
	English/LA	11.1	46.7	36.6	5.6	- 5.9
	Science	18.2	32.4	42.0	7.4	- 6.9
<b>Combined Average</b>		<b>12.7</b>	<b>37.2</b>	<b>40.3</b>	<b>9.8</b>	<b>- 6.4</b>
<b>Cordova Elementary</b>	Math	6.6	32.4	35.2	25.8	1.4
	English/LA	7.0	44.3	35.8	12.9	- 9.8
	Science	11.3	26.4	49.1	13.2	- 4.9
<b>Combined Average</b>		<b>8.3</b>	<b>34.4</b>	<b>40.0</b>	<b>17.3</b>	<b>- 4.4</b>
<b>Dexter Elementary</b>	Math	9.7	33.5	34.6	22.2	3.0
	English/LA	8.6	47.3	29.3	14.8	- 3.2
	Science	11.3	26.2	44.1	18.4	4.2
<b>Combined Average</b>		<b>9.9</b>	<b>35.6</b>	<b>36.0</b>	<b>18.5</b>	<b>1.3</b>
<b>Macon-Hall Elementary</b>	Math	3.1	25.8	44.1	27.0	13.6
	English/LA	3.1	33.0	50.3	3.6	3.2
	Science	6.9	21.7	52.2	19.2	4.4
<b>Combined Average</b>		<b>4.7</b>	<b>26.8</b>	<b>48.9</b>	<b>16.6</b>	<b>7.0</b>
<b>Riverwood Elementary</b>	Math	7.1	34.9	36.4	21.6	2.6
	English/LA	6.5	39.5	38.0	16.0	- 5.8
	Science	10.2	24.2	48.1	17.5	0.8
<b>Combined Averages</b>		<b>7.9</b>	<b>32.9</b>	<b>40.8</b>	<b>18.4</b>	<b>- 0.8</b>
<b>Total Combined Averages</b>		<b>8.7</b>	<b>33.4</b>	<b>41.2</b>	<b>16.12</b>	<b>- 0.7</b>

Table 4 describes the academic achievement performance data (TCAP scores) for students in the two middle schools in the Cordova School Zone for the 2014-2015 school year. Among the target middle schools, Cordova and Dexter, the 2014-2015 Math scores were 33.6% Below Basic in Math at Cordova and 24.6% at Dexter, compared to the state of Tennessee's average of 14.8%. The combined average percent proficient and advanced for Math for both schools were 36.8%, compared to the state's average rate of 55.6%. Dexter had a loss in Math score growth of negative 3.7. Combined %Proficient and %Advanced English/Language scores for both schools were on average 43.6%, 2.8% lower than the state's average of 48.4%. The combined %Below Basic and %Basic scores for both schools for Science was 54.9%, compared to the state's score for this measure of 64.5%. The combined average percent proficient and advanced rates for middle schools were 50%, compared to the state's average rate of 55.6%. The schools had a combined average negative academic growth of 5.4.

**Table 4: 2014-2015 TCAP SCORES GRADES 3-8**  
**Cordova School Zone Middle Schools**  
**Cordova, Dexter**

School Name	Subject	% Below Basic	Basic	% Proficient	% Advanced	Growth
<b>Cordova Middle School</b>	Math	33.6	31.0	22.6	12.8	2.5
	English/LA	11.2	40.1	39.1	9.6	- 2.7
	Science	23.0	26.2	28.8	22.0	- 3.3
<b>Combined Averages</b>		<b>22.6</b>	<b>32.4</b>	<b>30.2</b>	<b>29.7</b>	<b>- 1.2</b>
<b>Dexter Middle School</b>	Math	24.6	37.3	24.0	14.1	- 3.7
	English/LA	16.2	45.3	33.7	4.8	- 9.8
	Science	22.6	32.3	37.6	7.5	- 11.8
<b>Combined Averages</b>		<b>21.1</b>	<b>38.3</b>	<b>31.8</b>	<b>8.8</b>	<b>- 8.4</b>
<b>Total Combined Averages</b>		<b>21.9</b>	<b>35.4</b>	<b>31.0</b>	<b>19.3</b>	<b>- 5.4</b>

Table 5 describes 2014-2014 TVAAS scores for the schools in the Cordova school zone. Chimney Rock, Macon-Hall, and Riverwood Elementary Schools exceeded expected growth in Combined Numeracy and Literacy. Four of the seven schools, Dexter And Cordova elementary and Cordova and Dexter middle schools demonstrated a gloomy failure to meet expected growth. These data are further indication that the Cordova schools, particularly, the middle schools are achieving less than optimum academic performance outcomes.

**Table 5: 2014-2015 TVAAS Scores\* for Seven Cordova Schools**  
**Chimney Rock, Dexter, Cordova, and Riverwood Schools**  
**Grades 3-8**  
**Dexter and Cordova Middle Schools Grades 6-8**

School/TVAAS Scores 2014-2015	Literacy	Numeracy	Combined Numeracy and Literacy
<b>Chimney Rock Elementary</b>	5	3	5
<b>Cordova Elementary</b>	1	2	2
<b>Dexter Elementary</b>	1	2	1
<b>Macon-Hall Elementary</b>	5	5	5
<b>Riverwood Elementary</b>	4	3	4
<b>Cordova Middle</b>	2	1	1
<b>Dexter Middle</b>	1	1	1

\* 2015-2016 scores are unavailable

**(d) Describe the specific population of students the proposed school intends to serve including how the implementation of the academic plan will meet the needs of the proposed target population.**

*Student Ethnicity.* Table 6 describes the student ethnicity composition of the five SCS elementary schools and the two middle schools in the GLA-STEM service area. Based on data from the Tennessee Department of Education, the average African American population in the GLA-STEM target schools is 63%. The White student population is 22%, and Hispanics or Latinos are 12.1%. Compared to the 2015 total African American population in zip codes 38016 and 38018, which is

41.9%, the African American population in the target schools is overrepresented. The total White population in 38016 and 38018 is 48.2%. In the service area elementary and middle schools, however, the White student population is roughly 22.3%, compared to the community an underrepresentation of 28.7%. The Hispanic or Latino population in the schools at 12.6% is over twice that of the percentage in the total population (5.6%). This differentiation between the White, African American, and Hispanic ethnic composition in the schools compared to the total population suggests that large numbers of children from White families attend the private schools in the area.

**Table 6: % Student Ethnicity of Schools in GLA-STEM Service Area  
2015-2016 School Year**

<b>Ethnicity</b>	<b>Chimney Rock</b>	<b>Cordova Elementary</b>	<b>Dexter Elementary</b>	<b>Macon-Hall</b>	<b>River-wood</b>	<b>Dexter Middle</b>	<b>Cordova Middle</b>	<b>Average Measure</b>
<b>African American or Black</b>	67.2	62.9	60.9	63.8	58.8	64.0	62.6	62.9
<b>White</b>	19.4	21.7	14.6	21.8	24.4	12.9	20.7	22.3
<b>Hispanic or Latino</b>	10.4	9.8	19.6	8.4	9.0	20.4	10.8	12.6
<b>Asian</b>	4.0	2.0	4.5	5.7	6.9	2.6	5.7	5.1

*Student Profile.* Table 7 describes Student Profile data for the 2014-2015 and 2015-2016 school year for the SCS schools in the GLA service area in four categories: (1) Number of students; (2) percent of English Language Learner students; (3) percent of Economically Disadvantaged students; and (4) percent of Students with Disabilities. The 2015-2016 indicators are close to the state distribution of 5% for English Learners; 35.1% Economically Disadvantaged; and 14% students with Disabilities. The total enrollment among all the schools from 2014-2015 to 2015-2016 decreased by 4.5% (5,913 to 5,646 students). The total of 5,464 students in the seven target schools represents 46% of the 11,805 K-8 aged children in the service area (Table 2). Also from the 2014-2015 school year to 2015-2016, there was a very slight increase in the percent of Students with Disabilities, and the percent of English Language Learners remained virtually unchanged. The combined average percent of Economically Disadvantaged students showed a dramatic reduction from 60.23% to 36.49%. Developers assume that this reduction likely is due to the change in state reporting standards and does not reflect a near 50% reduction in students' economic status. It should be noted that the 2015-2016 SCS rate for this measure (36.49%) is about twice that of the combined average rate of 14.7% below poverty cited in the US Census for the GLA-STEM service area (zip codes Table 2: 2011-2015 US Census). This discrepancy suggests that have a higher standard of need when compared to federal poverty guidelines. It should also be noted that students at Dexter Elementary have a rate for this measure that is twice that of the other schools in the area.

**Table 7: Elementary and Middle School Student Profile  
in GLA-STEM Service Area  
2014-2015 and 2015-2016 School Years**

School	Students		% English Learner Students		% Economically Disadvantaged		% Students with Disabilities	
	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016
<b>Chimney Rock</b>	836	790	9.1	7.7	70.3	35.6	13.4	15.2
<b>Cordova</b>	665	678	6.0	6.5	63.1	30.5	11.02	12.1
<b>Dexter</b>	806	764	13.2	13.9	44.1	65.1	11.4	13.7
<b>Macon-Hall</b>	1156	1158	4.0	5.0	54.8	26.4	12.0	11.0
<b>Riverwood</b>	1141	1056	10.3	10.4	61.6	29.1	14.8	12.9
<b>Cordova Middle</b>	780	705	5.5	6.4	58.7	29.9	12.1	12.1
<b>Dexter Middle</b>	529	495	9.5	7.9	69.0	38.8	16.1	15.2
<b>Total/Average</b>	5,913/845	5,646/807	8.23	8.26	60.23	36.49	12.97	13.17

**(e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.**

*Academic Performance Improvement and Sustainability.* Table 8 shows the 2014-2015 composite TCAP scores of the Cordova Elementary Schools. The overall combined percent Below Basic and Basic categories was 48%, and the overall combined Proficient and Advanced categories were 48%. The combined percent Below Basic and Basic categories in English/Language Arts were 48%, and the combined Proficient and Advanced category is 49%. Gentlemen and Ladies Academy is projecting that it will increase students English/LA performance by instituting an intense curriculum focus on strategies and interventions that will sustain and improve reading, reading comprehension, and language skills. Proficiency in English and Language Arts is projected to have a positive impact on improvement in other subject matters as well.



Table 8: Composite of 2014-2015 TCAP SCORES						
Cordova High School   Cordova Middle Schools   Cordova Elementary Middle Schools						
School Name	Subject	% Below Basic	% Basic	% Proficient	% Advanced	Growth
<b>Composite of Cordova Community Middle Schools</b>	Math	29.1	34.2	23.3	13.6	.6
	English/LA	13.7	42.7	36.4	7.2	- 8.9
	Science	22.8	29.3	33.2	14.8	- 7.5
<b>Cordova High School</b>	Algebra I	17.2	30.8	37.2	14.8	1.4
	English II	8.3	50.4	21.2	1.4	- 9.8
	Biology	23.4	28.9	58.7	4.2	- 4.9
<b>Composite of Cordova Community Elementary Schools</b>	Math	6.84	31.8	38.5	22.6	2.8
	English/LA	7.26	42.16	38.0	10.58	- 4.3
	Science	11.58	26.18	47.1	15.16	- 0.48

Table 8 also describes the 2014-2015 TCAP academic performance scores for the composite of Cordova Elementary Schools, Cordova Middle School, and Cordova High School. A downward trend in academic performance is noticeable as grade levels increase. Students at the Cordova elementary schools were Below Basics in Science (11.58%), English/LA (7.26%), and Math (6.84%). Assuming a percentage of these students feed into Cordova Middle School and Dexter Middle School, the percent Below Basic increases to almost twice the percentage of students in English/LA (13.7%) and Science (22.8%), and five times the scores in Math (29.1%). When these students are followed to Cordova High School, performance on closely related subjects show 17% of students in Algebra I, 8% in English, and 23% in Biology are below Basic.

Not unique to SCS, this downward trending pattern has been observed by many education evaluators as students transition from elementary school to middle school and middle school to high school. A study of the Florida public school system reported in 2012, “the achievement drops we observe as students move to both middle and high schools suggest that moving from one school to another (or simply being in the youngest grade in a school) adversely affects student performance. The size and persistence of the effect of entering a middle school, however, suggests that such transitions are particularly damaging for adolescent students or that middle schools provide lower-quality education than K–8 schools provide for students at the same point in their education.”<sup>2</sup>

In a related article the author disclosed, “Researchers at the University of Michigan have studied the transition from elementary to middle school and have found that:<sup>3</sup>

- On average, children's grades drop dramatically during the first year of middle school

<sup>2</sup> <http://educationnext.org/the-middle-school-plunge/>

<sup>3</sup> <http://www.apa.org/helpcenter/middle-school.aspx>

- compared to their grades in elementary school.
- After moving to junior high school, children become less interested in school and less self-assured about their abilities.
- Compared to elementary schools, middle schools are more controlling, less cognitively challenging and focus more on competition and comparing students' ability.”

Through this and other similar research, psychologists have discovered a "developmental mismatch" between the environment and philosophy of middle schools and the children they attempt to teach. At a time when children's cognitive abilities are increasing, middle school offers them fewer opportunities for decision-making and lower levels of cognitive involvement, but a more complex social environment. At the same time, numerous teachers have replaced the single classroom teacher and students often face larger classes and a new group of peers. These factors all interact to make the transition to junior high school difficult for many youngsters. Studies find the decreased motivation and self-assuredness contribute to poor academic performance; poor grades trigger more self-doubt and a downward spiral can begin.<sup>4</sup>

GLA-STEM proposes to serve grades K-8, and the school proposes to address the decrease in performance in the higher grades through confidence building and motivation as students transition from elementary school to middle school. The intent is to provide a broader learning base for the articulation of subject matters whose academic performance retrogression is the most prominent. The STEM curriculum contains a sufficient emphasis on science and math to increase the scores in these subjects.

*PSBV.* GLA-STEM developers suggest that in addition to academic factors, as students increase in age, more factors impinge on academic performance. in conjunction with the Memphis Community Parenting Council, it will infuse its school “culture of learning” environment with an intense emphasis on positive social behavior. PSBV (positive social behavior is victory), will become the school’s mantra.

*Parental Involvement.* As an added component to academic achievement, the GLA “culture of learning” will require the engagement of parents in the school’s learning program. The school will implement a companion curriculum for parents designed to create a better appreciation of what students are learning which can result in better support of students’ academic regimen. GLA will not institute an academic curriculum for parents, but it will create avenues for parents to have greater input in students learning practices.

GLA is projecting that the majority of its students will come from Chimney Rock, Cordova, and Riverwood School. These are the schools where the largest number of students come from that currently are enrolled in the Gentlemen and Ladies Child Care Program. Parents of the children at the Gentlemen and Ladies after school and pre-school program are the primary individuals requesting the child care program to initiate a charter school.

**(f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.**

The Gentlemen and Ladies STEM Academy is not an existing school.

**(g) Complete the enrollment summary and anticipated demographics charts below.**

---

<sup>4 4</sup> <http://www.apa.org/helpcenter/middle-school.aspx>

Grade Level	Number of Students					
	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 5 2023-2024	Year 2024-2025	At Capacity 2024-2025
K	60	75	95	100	105	105
1	60	75	95	100	105	105
2	60	75	95	100	105	105
3	60	75	95	100	105	105
4	60	75	95	100	105	105
5	60	75	95	100	105	105
6	55	70	90	100	105	105
7	45	65	65	65	65	65
8	45	65	65	65	65	65
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA

GLA-STEM is a kindergarten through eighth grade school. For grades K-5, the school will begin with sixty students in the first year, and it will total 360 students. This number will increase on average by fifteen to twenty students each year through the fifth year, totaling 630 students at capacity in year 2024. For grades sixth, seventh, and eighth, in the first year there will be fifty five students in sixth grade and forty-five students each seventh and eighth grades. This number will incrementally increase to 235 students by 2024. The total number of students at capacity will be 865 students.

Anticipated Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language learners
African American 63% White 21% Hispanic 13% Other 3%	40.0	13.0	8.26

The projected student profile for the GLA-STEM is based on the current ethnic and demographics of the schools and the student profile data in the service area. The percentage of African Americans will be approximately 63%, Whites will be 21%, Hispanics at 13%, and Other (largely Asian) and is comparable to data in the Cordova School Zone for the 2015-2016 school year cited in Table 4. These numbers coincide with the ethnic composition of students currently enrolled in the Gentleman and Ladies Child Care program. Similarly, the percentage of Economically Disadvantaged Students (40%), Students with Disabilities (13%), and English Language Learners (8%) is the same as the percentages for the existing schools in the service area.

### 1.3 Academic Focus and Plan

GLA-STEM has been designed as a school for all students that provides the academic preparation necessary for matriculation in a diverse society and an increasingly complex world. Bold innovative learning strategies and programs are intended to bolster interests in 21<sup>st</sup> century careers - careers that are increasingly accessible and available for budding young scholars that have been brought up in a world that has literally transitioned in a matter of a few years from a largely agronomy-driven world to one that is information and technology driven. The STEM theme will not supplant the school's basic academic plan, but rather this focus on scientific applications, practices, and subjects will be integrated into a standard elementary and junior high school curriculum that will be designed to complement the content of the core subjects the school will offer.

**(a) Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (T.C.A. § 49-13-104).**

The GLA-STEM Academic Focus emphasizes creativity and innovation through a thematic STEM program with a focus on Science, Technology, Engineering, and Mathematics. Although the acronym has morphed over the years to include such references as STEAM (Science, Technology, Engineering, Art, and Mathematics), STREAM (Science, Technology, Robotics, Engineering, Art, and Mathematics), or SSSTEM (Social Studies, Science, Technology, Engineering and Mathematics), the root concept is that of the STEM model which utilizes research-based scientific educational practices to prepare students for 21st-century careers. The STEM model utilizes research-based educational practices to prepare students for 21st-century citizenship. This approach, with its strong focus on literacy, creativity and innovation, will prepare GLA students to compete with top students locally, regionally, and nationally. Borrowing principals from the Partnership for 21st Century Skills, GLA will prepare students for college and life by fusing core subjects e.g. English/Language Arts, Science, and Math, with the 4Cs (critical thinking/problem solving, communication, collaboration and creativity/innovation). STEM supports the development of the 4Cs by presenting students with real-world problems/applications that are complex and require higher-order thinking skills to solve. Through the STEM model, students are asked to collaborate with others and apply their knowledge across disciplines. GLA is committed to a STEM model that reflects the GLA “Culture of Learning”, intersecting emphasis on learning with practical applications and connections to real life experiences in the scientific world. The overall GLA-STEM approach to learning is consistent with STEM instructional strategies listed below:

1. Encourage students to learn and apply STEM content to complex questions, to investigate global issues, and develop solutions for challenging real world problems,
2. Analyze the interdisciplinary connection that exists with STEM and other disciplines (specifically art and music),
3. Interpret and communicate information from STEM
  - a. Using appropriate domain specific vocabulary,
  - b. Engaging in critical reading and writing of technical information,
  - c. Evaluate and integrate multiple sources of information (quantitative data, video, multimedia) presented in diverse formats,
  - d. Develop evidence based opinions or arguments,
  - e. Communicate effectively and precisely with others.
4. Engage in logical reasoning

- a. Engage in critical thinking,
  - b. Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or standards for mathematical practices).
  - c. Apply STEM content to construct creative and innovative ideas
  - d. Analyze the impact of global issues and real-world problems at the local, state, national and international levels.
- 5. Collaborate as a STEM team
  - a. Share ideas and work effectively with a STEM focused multidisciplinary team to achieve a common goal,
  - b. Listen and be receptive to ideas of others,
  - c. Analyze career opportunities that exist in a variety of STEM fields and related multidisciplinary team goal.
- 6. Apply technology
  - a. Identify and understand technologies needed to develop solutions to problems or constructs answers to complex questions,
  - b. Analyze the limits risks and impacts of technology,
  - c. Engage in responsible and ethical use of technology,
  - d. Improve or create new technologies that extend human capability.

**(b) Outline the school's academic plan, defined as "a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials, and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school." (T.C.A. § 49-13-104).**

### **Academic Plan**

The GLA-STEM Academic Plan is characteristic of an innovative STEM program that addresses scholar performance in reading, science, and math with the integration of technology, engineering, and critical thinking that will prepare students in kindergarten through eighth grade and help build a firm foundation for the 21st century. While STEM stands for the integration of science, technology, engineering, and mathematics, it really requires skills and knowledge from all content areas, including the arts. Design plays a significant role in engineering; one must be innovative, creative, and original when constructing authentic designs. Clearly knowing the science and math behind a solution is important, but 21st Century Skills also call for innovation and creative design.

The GLA-STEM educational philosophy and curricular approach are deeply rooted in research and proven to work with all student learners including students that have generally struggled to achieve. GLA-STEM's program is completely aligned with the Common Core State Standards for literacy, math, and social studies. The program also will align with the Tennessee state standards for science while incorporating a rigorous STEM program so that students are testing competitively with science students across the globe, not just the state of Tennessee. The following added components support the GLA-STEM core academic program and include:

- 1. High expectations for staff and students at GLA-STEM. Students are expected to achieve and we will embrace a no excuses, whatever it takes attitude to accomplish this goal.
- 2. The creation of an effective and safe learning environment through the implementation of Positive Behavior Interventions and Supports (PBIS) where every instructional minute

available will be used to promote high levels of academic achievement in a learning environment where all students feel safe and supported. PBIS will be enhanced by PSBV, a local program that promotes character development among children, youth, and young adults.

3. Ongoing and intensive professional development for our staff to ensure that students have access to educators who are masters in the field of student achievement and learning.
4. Active parental and community involvement to bridge school, home, and the community so that collectively we can work together to ensure the fulfillment of our mission.
5. An inclusive learning environment for Students with Disabilities (SWDs) and English as a Second Language (ESLs).
6. Direct and explicit instruction in goal setting and other principles of success. Academics alone, are not enough to ensure student success beyond the school building, students need to be explicitly taught how to use the power of goal setting and other success principles to maximize the use of a high- quality education.

GLA-STEM proposes to implement a STEM-focused curriculum that is aligned with the charter school mission to equip students with foundational skills necessary for success in high school, college, career, and community. Additionally, the STEM focus in the curriculum “provides parents and students with expanded choice in the types of educational opportunities that are available within the public school.” The plan to provide the STEM program in the Cordova School Zone and the GLA-STEM service area extends to students in grades K-8 the opportunity to learn and apply rigorous science, technology, engineering and math content to real world challenges.

**(c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.**

GLA-STEM's philosophy is for students to acquire career sustaining skills through development of their intellectual capacities and scientific and technological acumen in a “Culture of Learning” environment. Borrowing from Intu Education (a local education enhancement program based in Memphis, Tennessee) GLA-STEM will employ “learning strategies whose integrated learning practices incorporate data, knowledge, logic, and reasoning as the framework for its basic learning constructs. Understanding that individuals have different levels of insights ... learning exercises will be both eclectic and creative and will be designed to meet the needs of the learner. Education strategies will be tailored to fit the conceptual-developmental-differences among and between age groups.” These basic learning principles will be integrated with the basic STEM instructional methods such that students will be equipped with skills to self-guide and self-direct their learning experiences.

The National Research Council report, *Taking Science to School*, describes science as a social phenomenon in which a community of peers pursues shared objectives and abides by shared conventions that shape their work: building and refining theories and models, collecting and analyzing data from observations and experiments; constructing and critiquing arguments; and using specialized ways of talking, writing, and representing phenomena. Students of any age can do these things at their own developmental levels and in any disciplines or subject matter, with appropriate modeling and supports from their teachers.<sup>5</sup> Most importantly, the GLA-STEM academic plan will not have a separate class model for STEM classes and/or courses. Instead,

---

<sup>5</sup> <http://successfulstemeducation.org/resources/improving-stem-curriculum-and-instruction-engaging-students-and-raising-standards>

STEM curriculum units will be infused into standard academic subjects and instructional practices. In total, STEM instructional methods will be reflected through the lenses of such everyday subjects as ELA, Social Studies, Health/Physical which are an integral part of the basic educational foundation of elementary and junior high schools.

#### *Meet the Needs of the Learner*

GLA-STEM's philosophy is for students to acquire career sustaining skills through development of their intellectual capacities and scientific and technological acumen in a "Culture of Learning" environment. Borrowing from Intu Education (a local education enhancement program based in Memphis, Tennessee) GLA-STEM will employ "learning strategies whose integrated learning practices incorporate data, knowledge, logic, and reasoning as the framework for its basic learning constructs. Understanding that individuals have different levels of insights ... learning exercises will be both eclectic and creative and will be designed to meet the needs of the learner. Education strategies will be tailored to fit the conceptual-developmental-differences among and between age groups." These basic learning principles will be integrated with the basic STEM instructional methods such that students will be equipped with skills to self-guide and self-direct their learning experiences. Most importantly, GLA-STEM will have a strong focus on students' mastery of basic education competencies, e.g. reading, writing, arithmetic, which is necessary for them to master the STEM disciplines of science, technology, engineering, and math.

#### *Encourage Students to be Scientists and Mathematicians*

The possibilities for getting students involved in interesting STEM experiences are endless and GLA-STEM will adapt different levels of difficulty for different grades. For example, students may compare heights of young students with and without shoes to investigate the ins, outs, and hows of measurement; explore and categorize plant and animal species on the school's grounds to learn about biodiversity; design, build, and race air-canister-powered wooden cars in different shapes to explore aerodynamics. Each of these activities has the potential to be a valuable STEM learning experience if the teacher structures and facilitates the lesson, allowing for students to come up with their own questions, data, and conclusions—much like scientists and mathematicians. Frequent opportunities will be provided for students to engage in logical arguments as they learn to build and refine explanations for their observations, allowing students to design and conduct empirical investigations, connect the investigations to core knowledge, and work from a curriculum linked to meaningful problems.

#### *Start Early and Teach Often*

Contrary to conventional wisdom, many STEM proponents advocate it is never too early to promote student interest in science and mathematics. Recent research has recommended that every effort should be made to start as soon as children enter elementary school. Studies have identified the elementary years as the period when students form their interests in STEM identities and careers—much earlier than many people probably believe to be the case. This is particularly important for science, which gets short shrift in many elementary schools. Further, research has recommended elevating science to the same importance as reading and math in early schooling, devoting adequate instructional time and resources.

### **(d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.**

It is generally accepted that science and math competencies are vital to full participation in a global economy (National Research Council, 2005), and the traditionally underrepresented subpopulations need access to opportunities to develop these competencies, (The Christian Science Monitor, February 2013). Further, an article in the National Science Foundation News

(June 2011)<sup>6</sup> emphasized the importance of a STEM background to current and future careers and identified STEM as an essential means for citizens to understand and participate in an increasingly complex world “from understanding the challenges of environmental sustainability to addressing the need for alternative sources of energy.” Also, the National Science Foundation suggested that more resources be placed in science and math education for the K-8 grade levels.

Data from reading, math, and science end of grade/year performance support the achievement gap among subgroups. GLA-STEM will provide parents and students with a K-8 school option that will set a foundation for learning and reading in the lower grades, help prevent students from later dropping out of high school, and help reduce disparities in achievement, particularly with regard to subgroups.

Socioeconomic status is a major factor contributing to student achievement gaps. Recent research indicates that by far, socioeconomic status (SES) has the strongest correlation to cognitive scores than any other factor.<sup>7</sup> Students of color, students with limited English proficiency, and students from economically disadvantaged families are at risk of academic failure. From the book entitled, “The Black-White Test Score Gap”, African Americans score lower than European Americans on vocabulary, reading, and mathematics tests, as well as on tests that claim to measure scholastic aptitude and intelligence. This gap appears before children enter kindergarten (figure 1-1), and it persists into adulthood. It has narrowed since 1970, but the typical American black still scores below 75 percent of American whites on most standardized tests.<sup>8</sup>

At a glance, the GLA-STEM student profile will be 40% Economically Disadvantaged, 86% will be students of color (70% African American, 13% will be Hispanic, 3% will be Other), and 13% will be English Language Learners. GLA-STEM is an inclusive school that embraces underserved students, students at risk, students with disabilities, as well as students identified as academically gifted. Originally, STEM curricula were aimed at gifted children and children with a penchant for the sciences. The learning paradigm first became popular as a means of serving the needs of mathematically gifted students, providing opportunities to both accelerate learning and increase the rigor and depth of learning. This combination afforded opportunities for motivated students to advance into special classes, including taking college classes in high school and receiving college credit for advanced classes taught during high school.<sup>9</sup>

GLA-STEM’s rigorous curriculum content with a focus on core science, technology, engineering, and math will provide increased opportunities for hands-on-learning aimed at at-risk students as well. The Gentlemen & Ladies Academy STEM School-based learning, and natural science experiences have been shown to impact engagement and learning among all students. Self-confidence, motivation, and a positive attitude toward learning is critical for students at risk of academic failure.

Ann Jolly, in a 2014 article published in Middle Web asserts, “Evidence exists that high-quality, project-based curricula such as STEM might narrow the achievement gap for children from low-income backgrounds and other groups who are traditionally underrepresented in STEM fields<sup>10</sup>. The article further cites a statement that “A recent SRI study, highlighted in the

---

<sup>6</sup> <https://www.nsf.gov/pubs/2015/nsb201510/nsb201510.pdf>

<sup>7</sup> Improving Student Achievement and Closing the Achievement Gap

<sup>8</sup> <http://www.nytimes.com/books/first/j/jencks-gap.html>

<sup>9</sup> <https://ncsu.edu/meridian/summer2011/meyrick/print.html>

<sup>10</sup> <https://www.middleweb.com/18467/stem-disadvantaged-minority-students/>



Mind Shift blog under the headline Can Project-based Learning Close Gaps in Science Education? describes findings from research among 3,000 middle school science students. The study shows that all kinds of kids learn more in science classes with a well-designed, project-focused curriculum...students from different racial, ethnic, and socioeconomic backgrounds learned at similar rates.”<sup>11</sup>

**(e) Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the schools being proposed.**

GLA-STEM will provide an inviting classroom environment that supports and encourages higher level thinking, effective communications, and positive social skills among K-8 students. Furnishings and equipment and lighting in each classroom will be conducive to effective teaching and learning and will include work tables where appropriate for project based and inquiry based learning activities. The class sizes of no more than twenty students in grades K-5, and twenty-five in grades 6-8 afford a high level of individual and small group interactions with the core teachers. Classroom seating will be arranged for appropriate student interactions and facilitate teacher assistance to individuals and small groups of students.

Small class size reduces the workload faced by a teacher in one classroom, the amount of attention the teacher gives to any one pupil and dynamics that may impact pupil participation. These interactions may be especially important for students at risk. The kindergarten through fifth grade class sizes in the elementary students will not exceed 20 students. Middle school-age children in grades six through eight (in years 2-5) will not exceed 25 students. This class size differentiation has been made between grades K-5 and 6-8 to graduate older students on a path towards becoming less dependent on facilitation and more dependent on self-sufficiency.

The STEM based curriculum will have an emphasis on teachers making use of a variety of technology in presenting instruction to students. Electronic readers, computers, and other technology will be available to enhance students' learning experiences. GLA-STEM will maximize instruction by incorporating various technologies (smart boards, e-readers, notebooks, net-books, and laptops) that will enhance rather than compete for attention at the early grade levels.

Students will participate in project based and inquiry based learning activities that are appropriate for their age and level while exploring authentic real-world problems and developing creative solutions. Additionally, students will participate in art and music with classroom equipment appropriate to each area (i.e., a piano and risers in the music room and work tables/easels for the art class), and the appropriate open space (indoors and outside) for student movement during physical education and fitness activities.

The GLA -STEM believes the growing body of research that demonstrates that students' non-cognitive skills and character strengths (e.g., grit, self-control and ambition) are critical to students' long-term success. Accordingly, the school will teach character education that focuses on performance character, which consists of action-oriented values that support achievement and positive performance.

Performance character, which builds on values-oriented character education, with

---

<sup>11</sup> <https://www.middleweb.com/18467/stem-disadvantaged-minority-students/>

its emphasis on character will permeate GLA-STEM culture through direct instruction, small group discussions in advisory, common language across the school, and visual reminders. Performance character also will be facilitated by PSBV (Positive Social Behavior is Victory) strategies facilitated by the Memphis Community Parenting Council and coordinated by the GLA-STEM Parent and Community Development Coordinator.

Grade school and middle school-aged students experience tumultuous changes in their lives, including physical, social and emotional changes that often, are out of their control. At least some of these changes are sure to affect their academic activities. At a time when children's cognitive abilities are increasing, middle school offers them fewer opportunities for decision-making and lower levels of cognitive involvement, while facing a more complex social environment. At the same time, numerous teachers have replaced the single classroom teacher and students often face larger classes and a new group of peers. These factors all interact and intersect to make the transition to junior high school difficult for many youngsters. Studies find the decreased motivation and self-assuredness contribute to poor academic performance; poor grades trigger more self-doubt, and a downward spiral can begin. GLA-STEM, with its proposed continuum from elementary to junior high school in the same academic and physical environments, is intended to lessen these age-dependent transitional learning detractors.

School Guidance Counselors will implement a comprehensive program for wrap-around student and family services based on Communities in Schools strategies, the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. It is equally crucial that middle school teachers understand their students' behavior changes and developmental issues so they may take them into account when teaching. The 6th, 7<sup>th</sup>, and 8<sup>th</sup> grade academic program will include elements that are recommended by the National Education Association:

1. Provide opportunities for students to move around and work in a variety of groups  
--Students will regularly move about the classroom and work with different groups of students to complete projects
2. Allow for some individual expression within school-expected behaviors  
--While GLA will have a strict dress code, students may exhibit unique hairstyles, wear appropriate jewelry and wear footwear within reason
3. Ensure that each student has one significant adult to advise him or her  
--This will happen at GLA-STEM in our Advisory Group volunteers.
4. Promote school projects involving social awareness and investigation  
--This activity is built into many class assignments and group projects
5. Have all students participate in community service projects  
--Community service will be required of all GLA-STEM students
6. Have students conduct research to determine the cause of social injustice and have them suggest ways to right these wrongs
7. --Students will do this through our Social Justice focus in classrooms and Advisory Group
8. Promote school improvement projects, students will be responsible for actively maintaining a clean and orderly school environment

GLA-STEM students will have a safe, healthy nurturing environment characterized by respect for differences, trust, caring, professionalism, support and high expectations of each student. The student safety net will offer assistance with such school-related necessities as school supplies, personal computer access, counseling and advisement, study skills, tutoring, language improvement, transportation, uniforms and extra-curricular fees. School staff will administer a school climate survey twice yearly to develop an action plan for improvement, to plan activities for

staff and families and to set priorities for the school staff. This survey is one adapted from the Comprehensive School Climate Inventory (CSCI), a nationally-recognized school climate survey that provides an in-depth profile of school communities' strengths and needs. With the CSCI, GLA-STEM can quickly and accurately assess student, parent, and school personnel perceptions, and get the detailed information needed to make *informed decisions* for lasting improvement.<sup>12</sup>

**(f) Detail the proposed instructional goals and methods, including specific academic benchmarks.**

The Gentlemen & Ladies Academy STEM School (GLA-STEM) is of the mindset that every student has a unique potential to excel academically if he or she receives quality instruction, proper motivation, and the necessary system of support. GLA-STEM offers an innovative academic curriculum that includes an emphasis on science, technology, engineering, and mathematics (STEM) integrated with other disciplines for students in grades K-8. This curriculum is supported by a variety of instructional strategies, careful attention to student needs, and effective assessments and evaluations.

### **GLA-STEM Curriculum**

The GLA-STEM curriculum focuses on basic academic learning and socialization skills, introducing children to the broad range of knowledge, skill and behavioral adjustment they need to succeed in life. Learning standards are identified for core subjects including those for mathematics, social studies, science, physical development, the fine arts, and reading.

In general, students will learn basic arithmetic, English proficiency (such as basic grammar, spelling and vocabulary), and fundamentals of other subjects. The broad topic of social studies may include key events, documents, understandings, and concepts in American and local history, and geography.

Topics included under the broader term "science" vary from the physical sciences through the biological sciences such as biology, ecology, and physiology. Reading, writing and math proficiency greatly affect performance in social studies, science and other content areas and emphasis will be placed on these subjects, including periodic school-wide testing to determine proficiency levels.

Consistent with the STEM focus, GLA-STEM will be infused with rigorous instructional strategies that seeks to promote the following:

1. application of Science, Technology, Engineering and Math content to answer complex questions, to investigate global issues, and develop solutions for challenges and real-world problems,
2. an integration of STEM content and other disciplines,
3. interpretation and communication of information from STEM,
4. scientific inquiry,
5. logical reasoning and critical thinking,
6. collaboration as a STEM team and
7. the strategic and ethical application of technology.

### **Core Disciplines**

---

<sup>12</sup> <http://www.schoolclimate.org/programs/csci.php>

GLA-STEM science, technology, engineering and mathematics curriculum for students in grade levels K-8 will have an overarching focus on skills and proficiencies in reading, mathematics and science that are consistent with the Tennessee State Standards for science, math, ELA, and social studies. Other subjects in the academic plan that are integrated into the GLA-STEM curriculum model include: social studies, health and physical education, art, and music. An overview of the disciplines that GLA-STEM will provide with a STEM focus Curriculum and associate goals are listed below:

➤ *K-8: Science*

Science is a process, a way of thinking about and investigating the world in which we live. Students will build their knowledge of living things, life cycles, and how living things interact with each other and their environment. The primary goal of the science program is for students to develop awareness about the earth through experiences in comparing, contrasting, and describe earthly materials (e.g., soil, rocks, minerals, landforms, etc.) and through investigative projects.

➤ *K-8: Mathematics*

The Common Core State Standards focus students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades will use word problems to promote analytical thinking skills within Project based learning. Hands on mathematics projects (e.g., cooking, map reading, building blocks, etc.) will be used.

➤ *K-8 Language Arts*

The primary goal of the language arts program is to help students build a basic understanding of the mechanics and structure of the English language as expressed in the TN Grade-Level Goals and Objectives and the Common Core State Standards using a cross-curricular project based learning approach. Teachers evaluate students for skill development as they refine their writing skills in the various projects.

➤ *K-8 Reading*

The primary goal of the reading program is to help students understand what they read, effectively convey what it means, and apply these skills to all areas of the curriculum as expressed in the Tennessee Grade Level Goals and Objectives and the Common Core State Standards. This goal is also aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

➤ *K-8 Technology*

The Gentlemen & Ladies Academy STEM School 11 GLA-STEM recognizes and embraces the important role technology plays in educating children and preparing them for opportunities in the future. Technology based learning represents a strategy for offering instruction and a set of skills that the students will master for presenting their ideas and identifying solutions for authentic problems.

➤ *K-8 Social Studies*

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students will receive instructions that allows them to think and act as historians, geographers, political scientists, and economists.

➤ *K-8 Health and Physical Education*

The primary goal of the program is teaching what is necessary to maintain a healthy life style and overall fitness, and will include movement activities emphasizing fine and gross motor skills development for achieving mastery of the Tennessee Grade Level Goals and Objectives.

Students will also interact in team activities that encourage movement and habits of good sportsmanship.

➤ *K-8 Art*

The art program provides every student an opportunity to develop and explore his or her creative potential. Students will develop art skills, aesthetic awareness of art forms in nature, the appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Art will also have a focus on science, technology, engineering and math through drawings of various types, object dimensions, images, measurements and blueprints for hands on projects.

➤ *K-8 Music*

Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types. Additionally, the program will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practices and performances will be incorporated throughout the program.

➤ *K-8 Foreign Language*

English helps prepare students for life and for success in the twenty-first century. However, for students to become truly proficient, fundamental educational changes must be made. To reach that goal, this framework focuses on developing the highest levels of foreign language proficiency for GLA-STEM students so that they gain both the power and the pleasure of communicating effectively in languages other than English. Students will attain proficiency in listening to, speaking in, reading in, and writing in another language or other languages.

### *Sample Course Scope and Sequence*

School developers have chosen to list one sample course scope and sequence for one core subject to be representative of the curriculum that will be implemented in the elementary and middle divisions that GLA-STEM will serve. While the school's mathematics curriculum is integral to the school's focus on STEM, students' achievement of basic competencies in mathematical principles first must be attained to accomplish the STEM approach. The following scope and sequence is a summary of the K-8 instruction in mathematics:

- Number operations and number sense (counting, place values, comparing and ordering, numbers, rounding, and reading and writing numbers);
- Concepts of whole number operations (adding subtracting multiplying and dividing numbers, using mental computations, estimating, recognizing the relationship between operations, using the order of operations, etc.);
- Fractions (identifying half and wholes, finding fractional parts, comparing and ordering fractions, adding, subtracting fractions and mixed numbers, and identifying equivalent fractions);
- Decimal (labeling number lines with common numbers and fractional parts);
- Percent (recognizing percentages in daily life, recognizing fraction decimal equivalent, finding the parts for a percent);
- Integers (adding positive and negative numbers);
- Money (identify and count pennies, nickels, dimes, quarters and dollar bills, using money to pay for item and make change);
- Measurements (Using feet and inches in measuring, identifies equivalent customary and metric units, identifies and reference distance in miles and kilometers, weigh objects, compare and estimate volume, compares temperature, using the clock for times,

- understands days of week, months and reads calendars);
- Geometry (Understanding a spatial sense-left/right, reading and extending patterns, identifies common shapes and geometric patterns, constructing and naming lines and segments, identifying lengths and widths, constructing and naming angles, graphing ordered pairs on coordinates);
- Data analysis including statistics and probabilities (produce tallies, organize and compare data, read charts, graphs and tables, identify compass direction, locations information on map, explore the concept of chance and probabilities);
- Problem Solving (identifies missing numbers in sequence, solves problems using organized list, makes tables to solve problems, and solves spatial problems).

**Table 9: GLA-STEM  
Mathematics Curriculum Scope and Sequence**

**Grade K:**

1. Skip counting – by 2's, 3's, 5's, 10's. Expanded skip counting by 5's and 10's. What if I start with 25 and now want to skip count by 10? Apply to learning to count money.
2. Tally counting and apply to telling time.
3. Adding – one-digit whole numbers (some may be able to add all 1-digit numbers) some will need +0, +1, +2.
4. Exchanging – Using base 10 blocks, teach the idea that for every 10 units you can trade in for a 10 block.
5. Modeling place value with 10's blocks for units, 10's, and 100's.
6. Reading numbers to the 100's.
7. Learning doubles: work on memorizing (using song is helpful) all the doubles.
8. Adding to 10 ( $10 + 3 = 13$ ) Build the concept of place value.

**Grade 1**

1. Mastery of Counting Money
2. Mastery of telling time
3. Adding numbers without regrouping
4. Using what was taught about regrouping in Kindergarten, expand to modeling addition with regrouping
5. Add place value to the 1000.
6. Teach addition strategies.
7. Introduce the concept of multiplication and how it applies to addition and begin study of multiplication
8. Begin unit on subtraction and teach subtraction strategies
9. Teach basic measurement

**Grade 2**

1. Review units on telling time, counting money, addition of numbers with and without regrouping, subtraction
2. Teach multiplication strategies
3. Teach concept of factors
4. Link multiplication to division
5. Begin the process of modeling with division
6. Do mixed word problems, teach wording of problems involving +, −, X
7. Expand place value
8. Introduce concept of fractions & decimals
9. Order decimal numbers
10. Do 2 digit by one-digit multiplication

**Grade 3**

1. Solidify multiplication

2. Build to long division
3. Equivalent fractions
4. Adding fractions with like denominators
5. Using equivalent fractions, add with unlike denominators
6. Multiply fractions
7. Divide fractions
8. Introduce decimals and how they relate to fractions
9. Introduce concept of percent and how it relates to fractions and decimals
10. Convert between percent and decimals
11. Add and subtract with decimals
12. Discuss degrees (90, 180, 270, 360) – do turns with your body

**Grade 4:**

1. Introduce mixed numbers
2. Add & subtract with mixed numbers – use models
3. Convert mixed numbers to improper fractions
4. Multiply and divide with mixed numbers
5. Apply real world uses of percentages (interest)
6. Discuss concept of variable
7. Use variable to represent unknown in math problems
8. Introduce Perimeter and Area and practice arithmetic by applying these two problems

**Grade 5:**

1. Discuss multiples and factors
2. Build factor trees
3. Find Greatest Common Factor (GCF) and LCM (relate LCM to equivalent fractions)
4. Probability and Statistics UNIT
5. Begin Pre-Algebra

**Grade 6:**

1. Understand fraction concepts and fractions equivalencies
2. Quick recall of multiplication and division facts
3. Decimal concepts, connection between decimals and common fractions
4. Understanding of fluency and division of whole numbers
5. Understanding of and fluency with division of whole numbers
6. Develop understanding of area and finding area with 2D shapes.

**Grade 7:**

1. calculate absolute value of numbers
2. compare, order, and graph rational numbers
3. represent addition and subtraction using number lines and integer chips
4. add rational numbers without the use of a visual or concrete model
5. compute subtraction problems using the idea that it can be rewritten as an addition problem.
6. find products and quotient of rational numbers with the same sign
7. find products and quotient of rational numbers with different signs
8. write, solve, and interpret real life situations involving with rational numbers

**Grade 8:**

1. prove triangle are congruent using SSS, SAS, and ASA
2. perform translation, rotations, reflections, and dilations of different shapes
3. find volume of 3-D figures using the formulas
4. Classify triangles
5. Identify and name congruent polygons
6. Identify and plot points in a coordinate plane
7. Reflect figures 8. Identify lines of symmetry 9. Translate figures in a coordinate plane. 10. Rotate figures in a coordinate plane. 11. Use similar polygons to find missing measures. 12. Dilate figures in a coordinate plane

## STEM Instructional Strategies

STEM education is not just about science, technology, engineering and math; it is about critical thinking and problem-solving skills that will help students to be successful in many fields in the future. The school's STEM curriculum will make interdisciplinary connections to language arts, social studies and the arts, giving its students a broad educational experience that will prepare them well to become global citizens.

To effectively engage students in STEM education, GLA-STEM proposes to capitalize on students' early interests and experiences, identify and build on what they know, and provide opportunities to engage in the practices of science and mathematics to sustain their interests. In other words, throughout their schooling, students should learn to investigate questions about the world that they come across in daily life, in much the same way that scientists and mathematicians do.

Consistent with the STEM focus, GLA-STEM will provide a rigorous Science, technology, engineering and mathematics that seeks to promote the following:

1. Application of Science, Technology, Engineering and Math content to answer complex questions, to investigate global issues, and develop solutions for challenges and real-world problems,
2. An integration of STEM content and other disciplines,
3. Interpretation and communication of information from STEM,
4. scientific inquiry,
5. Logical reasoning and critical thinking,
6. Collaboration as a STEM team and
7. The strategic and ethical application of technology

All GLA-STEM students will be exposed to STEM concepts starting as early as kindergarten and continuing throughout junior high. There will be no specific time periods allocated, but science, mathematics, and ELA classrooms at every grade level K-8, for example, will be required to set aside forty-five minutes five days a week to conduct a STEM activity. Social studies, physical education/health, and art classes will be encouraged to participate as well. This activity may or may not directly correlate with the subject matter being taught. Teachers will be encouraged to be creative in their implementation. Students will be instructed to engage in group projects in the STEM Technology/Engineering Lab period three days a week that will be guided by science and math instructions. Additionally, gifted students can take advantage of the extended school day by engaging in independent STEM projects.

STEM initiatives at Gentlemen's and Ladies Academy will not be conducted as academic disciplines in isolation. Rather, STEM will be the integration of courses, programs or linked learning opportunities using an interdisciplinary approach through exploration, discovery and problem solving. Learning by doing is inviting and exciting so students learn and remember more. Successful, hands-on experiences exploring engineering can have a major influence on motivation and confidence in learning. Ultimately, GLA-STEM hopes to inspire students to challenge themselves and consider careers in STEM fields. GLA-STEM students will be provided the rudiments of learning how to problem solve, use mathematical and programming languages, and understand angles and estimation through the integration of STEM curricular with core subjects.

Numerous sources exist that contain exemplary STEM curriculum instructions and lesson plans. Among other programs, GLA-STEM will utilize aspects of FOSS (Full Option Science System)



curriculum, and Engineering is Elementary® (EEI)<sup>13</sup> introductory engineering courses for teaching science. These activities will be integrated into preschool, elementary, and junior high core courses. EEI applies science concepts to an engineering design challenge. The FOSS program engages students by asking them to explore answers to open-ended questions. This allows students to construct an understanding of science concepts by completing investigations and answering questions about the real world. They then use their understanding of science concepts to solve engineering design challenges. Other sources for GLA-STEM curriculum will include Teach Engineering, The Tennessee STEM Innovation Network, and Next Generation Science Standards.

FOSS<sup>14</sup> is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. Its focus is aimed at all students with science experiences that are appropriate for students' cognitive development and prior experiences. FOSS initiatives provide a foundation for more advanced understanding of core science ideas which are organized in thoughtfully designed learning progressions and prepares students for life in an increasingly complex scientific and technological world.

The FOSS Program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS Program was, and continues to be, guided by advances in the understanding of how people think and learn. With the initial support of the National Science Foundation and continued support from the University of California, Berkeley, and School Specialty, Inc., the FOSS Program has evolved into a STEM curriculum for all students and their teachers, grades K–8.

Content for STEM instructions for grades six through eight at GLA-STEM also can be drawn from FOSS courses for junior high students that include: Nature of Science and Engineering, Pre-Engineering Design, and Woods Design. Examples of curriculum units from FOSS for Science and EEI for engineering for grades 1-5 and 6-8 are described below.

#### **Engineering is Elementary (EEI): Grade Level 1-5**

<b>Type of Engineering</b>	<b>Curriculum Unit</b>	<b>Classroom Subject</b>
<b>Electrical</b>	An Alarming Idea: Designing an Alarm System	Science/Electricity
<b>Materials</b>	Solid as a Rock	Science/Rocks
<b>Civil</b>	To Get to the Other Side Designing Bridges	Science/Balance and Forces
<b>Agricultural</b>	The Best of Bugs Designing Hand Pollinators	Science/Insects
<b>Biomedical</b>	No Bones About It Designing Knee Braces	Science/Human Body
<b>Geotechnical</b>	A Stick in the Mud Evaluating a Landscape	Science/Landforms

#### **Scope and Sequence: Full Option Science System (FOSS): Grade Level K-8**

<sup>13</sup> <https://www.eie.org/eie-curriculum/curriculum-units>

<sup>14</sup> <https://www.fossweb.com/what-is-foss>

Grade	Physical Science	Earth Science	Life Science
6 - 8	Gravity and Kinetic Energy Waves	Planetary Science	Human Systems Interactions Heredity and Adaptation
	Chemical Interactions	Earth History	Populations and Ecosystems
	Electromagnetic Force Variables and Design	Weather and Water	Diversity of Life
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles Sand and Silt	Insects and Plants
1	Sound and Light	Air and Water	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

For school-wide STEM resources for middle school students, GLA-STEM also will rely heavily on resources contained in the Tennessee Innovation STEM Network. For example, to assist in increasing student interest and achievement in STEM, the Network is making available Learning Blade, a supplemental STEM career awareness curriculum at *no cost* to all middle schools in Tennessee. Learning Blade introduces STEM opportunities to students in a novel format that demonstrates the benefits and roles of the careers in society. It also demonstrates the relevance of academic skills to STEM careers and provides real-world examples of the use of math and ELA skills in practical situations. Learning Blade introduces students to STEM career opportunities and technologies through an entertaining game-based format. In this student-ready web-based system, the student pursues engaging missions solve a problem such as helping an injured dolphin, building an orphanage after a major earthquake, or solving energy and transportation needs in a new city. To complete the missions, students must earn tools and teammates that correspond to STEM activities and careers by completing short academic exercises that expose the student to interesting aspects of STEM.

Table 10 below is a presentation on how Curriculum for Core Subjects will be integrated with STEM Instructional Strategies. This is not the curriculum, rather it is meant to be representative of components, by subject matter, of what a full-blown integrated curriculum will include and the intent to use the resources that have been described above in conjunction with core subjects. The school's curriculum will not be finalized until key members of the school's leadership staff have been designated. Responsibility for the school's comprehensive integrated curriculum will be primarily that of the GLA-STEM school Director of Curriculum and Instructions in conjunction with the Curriculum Design Team that will be created from among members of the school leadership team and Professional Development and Education Consultants as appropriate. School Developers anticipate that the curriculum will be completed after the school has been formed and staff persons designated. The integrated curriculum will contain the core subjects, as well as STEM instructional strategies to be integrated into the school's core subject disciplines. A timetable for the completion of the GLA-STEM School Integrated Curriculum described below coincides with the plan for Professional Development in section 2.4 and the School Start-Up Plan in section 2.2 of this application.

#### **Timetable for Completion of GLA-STEM School Integrated Curriculum**

<b>Task/Key Action Steps</b>	<b>Responsible Person(s)</b>	<b>Completion Date</b>
Assemble the Curriculum Design Team	Curriculum Director	April 2019
Identify Core Subject Curriculum Resources	Design Team	April 2019
Identify STEM Curriculum Resources		April 2019
Review Core Subjects and STEM Resources	Design Team	May 2019
Rank Resources by Appropriateness of Fit to School Mission, objectives, grade level, etc.	Design Team	May 2019
Select Integrated Curriculum Components	Curriculum Director	June 2019
Design Curriculum Model by grade level and Subject Matter	Curriculum Director	June 2019
Designate STEM instructor Coordinator	Principal/Curriculum Director	June 2019
Present Integrated Curriculum to Principal	Curriculum Director	July 2019
Present Integrated Curriculum to School Board	Principal	July 2019
Board Approves integrated STEM Curriculum	Board	July 2019

**Table 10**  
**Proposed Components of Integrated Curriculum for Core Subjects and STEM Instructional Strategies**

Core Subject/Course Description	STEM Instructional Strategies*
<p><b>English/Language Arts</b></p> <p>Teachers will engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, Build Up, and in the Social Sciences and Science classes. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. Because the strands are directly aligned between grades, students that demonstrate mastery will be given accelerated instruction in the next grade level's articulation of that strand during Build Up, and during the core class when differentiation is appropriate. Students can grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. As the standards increase, teachers will appropriately plan to strategically pace and scaffold lesson plans to ensure all scholars can successfully achieve at the rigor of the designated grade.</p>	<p>Science-centered language development promotes learning in all areas. Effective use of science notebooks can promote reflective thinking and contribute to life-long learning. Research has shown that when language-arts experiences are embedded within the context of learning science, students improve in their ability to use their language skills. Students are eager to read to find out information, and to share their experiences both verbally and in writing.</p> <p><b>Grade: K-5</b></p> <p><b>Stem Unit:</b> Students engage in a language arts lesson that utilizes a Materials Engineering subject as the Language Arts subject matter.</p> <p><b>Lesson:</b> Solid as a Rock</p> <p><b>Source:</b> Engineering is Elementary</p>
<p><b>Mathematics</b></p> <p>All students will receive instruction in both Math Procedures and Math Problem Solving. The Math Procedures class focuses on the procedural fluency, problem solving skills, and core knowledge and skills that the TNReady Mathematics standards require. This blends seamlessly into the Math Problem Solving period, where scholars delve into the content standards at a deep level, and teachers deliver both inquiry based lessons in addition to traditionally structured lesson cycles. Math teachers will implement an appropriate release of responsibility, adding fluidity to the traditional lesson cycle and giving students the opportunity to grapple with complex tasks and constructively build their knowledge through cognitively challenging activities, with appropriate supports. In addition to the standards in mathematics, GLA-STEM math teachers will receive intensive professional development in implementing both the standards and the Standards for Mathematical practice, the vehicle in which the content standards are delivered. The Standards for Mathematical Practice are embedded in instruction in both Math Procedures and Math Problem Solving math periods; however, some relate more closely to the content.</p>	<p><b>6<sup>th</sup> Grade:</b> Transportation</p> <p><b>Math Lesson Title:</b> Geometry, the Coordinate Plane, and Boats</p> <p><b>Strand:</b> Geometry and the Number System</p> <p><b>Lesson Overview:</b> The 6<sup>th</sup> grade team will be exploring transportation through our maritime modes of transportation. In Math class, students will be investigating volume, integers, and the coordinate plane. Students will investigate volume through manipulatives and tasks. Students will also learn to model integers and transfer their knowledge to the coordinate plane. The lessons will tie into Science through discussing buoyancy, to Social Studies through relating the coordinate plane to maps, and English Language Arts through reflections of learning. <b>Motivator:</b> Students will watch the video titled Dagger Kayaking (See Resource Folder). This video mentions how the volume of a boat will define both the way that a boat travels through a river rapid and the maneuvers the boater will be able to do with the boat. Discuss with the students why this happens.</p> <p><b>Essential Question:</b> How do I calculate the volume of rectangular prisms?</p> <p><b>STEM Lesson Title:</b> Volume with Cubes</p> <p><b>STEM: Teaching Strategy:</b></p> <p>After discussing the answers to the set of questions, ask students to look at the task sheet (See Resource Folder). Students are to find the volume of a rectangular prism with fractional sides. Students may know a formula, but they are to use drawings or cubes to prove that the answer they got is indeed the volume. Have students work in groups of two or three. They are to answer their questions and create a small poster (8.5 x 11 sheet of paper) proving how they came up with their answer.</p> <p><b>Source:</b> Tennessee Innovation STEM Network</p>
<p><b>Science</b></p> <p>The science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings (Students will participate in science lab three times per week). As outlined in TNReady State Standards, students will study the Earth Sciences, Life Science, and Physical Science at the appropriate grade levels.</p>	<p><b>Sixth Grade Science Lesson Title: Transportation</b></p> <p><b>Standards: 10 - The Atmosphere; 10 - Energy</b></p> <p><b>Lesson Overview:</b> In this unit, we will investigate the natural movements of ocean currents and look at the use of currents to convey goods and people. The first lesson will focus on reviewing energy and energy transformations, the second will look at the connection between energy and ocean currents, and the remaining lessons will answer the questions – what are ocean currents, what are the consequences of currents in the oceans and how are currents formed? The first four lessons center on research and discussion. The last three center on experiment and interpretation.</p> <p><b>Motivator:</b> We will introduce transportation using ocean currents by watching a NASA video <a href="#">Animation of Surface Ocean Currents</a>. Ensure that only appropriate content is displayed when connecting to YouTube. When discussing the video, ask students about what evidence they see of the presence and transformation of energy. (Answers may include – kinetic energy of moving water, GPE of water on the surface of oceans, thermal</p>

	<p>energy moving from warm areas on the globe to colder areas, rotational KE of large and small gyres, KE of the spinning earth.)</p> <p><b>STEM Essential Question: What is Energy?</b></p> <p><b>Bell Work:</b> Students will find examples of each type of potential energy: GPE, EPE, ChPe. During discussion, they will demonstrate that they can distinguish among them.</p> <p><b>Link to Project:</b> Understanding energy is essential to understanding movement of energy in the world's oceans. The purpose of this lesson is to review energy concepts. A quiz will follow this lesson.</p> <p><b>Source:</b> Tennessee Innovation STEM Network</p>
<p><b>Social Studies</b></p> <p>In alignment with TN Ready standards, the 6<sup>th</sup> grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students will examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world in which we live. Students will access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students can constantly reinforce and utilize skills learned in other content areas.</p> <p>*The STEM Curricular Strategies are incomplete and are meant to be examples only due to the volume of each complete curricular unit.</p>	<p><b>6<sup>th</sup> Grade Lesson Title:</b> Vikings <b>Strands:</b> History, Individuals, Groups, and Interactions</p> <p><b>Lesson Overview:</b> The focus of the Transportation Unit is on means of traveling on water. The Vikings are famous (or infamous) for their use of the long ship. This transportation innovation is a key reason they are viewed as a historically significant group of people. Students will realize who the Vikings were from a historical standpoint to better understand how this ship was so advantageous to them. They will also be exposed to the engineering or construction view of how this boat was made. The Viking long ship was larger, faster, and moved more efficiently than other boats in the world during this time. This allowed the Vikings to raid large portions of Europe and even be the first Europeans to step foot in the Americas. Students will also calculate a rough estimate of travels made by Viking ships during the Viking Age. Examining such items will allow students to realize the things that can be accomplished with transportation advantages.</p> <p><b>Essential Questions:</b> Why are the Vikings viewed as barbarians? What technology was critical to the Viking's success?</p> <p><b>Summarizing Strategy:</b> Having previously learned about how the Ancient Egyptians naval advantage helped their economy, students will compare the two groups (Vikings and Egyptians).</p> <p>Why is having faster, more efficient ships such an advantage?</p> <p><b>Source:</b> Tennessee Innovation STEM Network</p>

GLA-STEM will pursue a fully integrated approach to STEM with a variety of instructional strategies to motivate student achievement and academic growth. In addition, the school will use such innovative teaching methods as project-based learning, inquiry-based learning, technology-based learning, and differentiated instruction for students across grade levels, needs, and all disciplines.

### *Project-based Learning*

GLA-STEM will make use of real world projects that emphasize engineering design and technology to engage and stimulate the students' innate sense of wonder and excitement for learning. Generally, students will have the opportunity to develop projects that relate to a personal interest, to show a level of mastery of content, and demonstrate individual skills. They will have the opportunity at times to develop team projects in collaboration with others and utilize a multidisciplinary approach to real world issues and to build real solutions.

### *Inquiry-based Learning*

The personal interest and goals of students are powerful sources of motivations to explore and learn. Thus, students will be encouraged to ask questions, taught to identify and define authentic problems, conduct research, refine questions and develop new questions. This process of discovery will create an excitement for learning and promote the problem-solving skills that will last a lifetime.

### *Technology-based Learning*

The school will make use of a variety of technology in presenting the STEM based curriculum, (e.g., computers, smart boards, projectors, electronic pads, measuring devices, the world -wide web, etc.). Also, the students will participate in learning and demonstrating knowledge through use of technology, and in communicating their ideas for technology solutions to real world problems. The technology-based learning will provide each student an important foundation for participating in our global society and for success in the 21st century.

### *Differentiated Instruction*

GLA-STEM has high expectations for the success of every student and recognizes that the diversity of students that the school seeks to serve will require an approach to instruction that accommodates a range of readiness, interest, and learning styles. Differentiated instruction will allow teachers to work with students as they master core content and skills at a pace where they will be challenged without being overwhelmed by the learning process. GLA-STEM teachers expect all students to stretch and to challenge themselves to higher levels of achievement and they will use the following strategies to help accommodate the individual needs of the students enrolled:

1. Provisions that allow students to opt out of material that they already know and to progress through new materials at their own pace;
2. Class assignments that involve high levels of critical thinking but permit a range of responses;
3. Multiple assignments within work units and tailored for different levels of achievement;
4. Working with students to choose ways that they learn and on how to demonstrate what they have learned;
5. Opportunities to explore topics of high personal interest;
6. Engaging in learning activities geared toward different learning styles, levels of interest, and readiness.

### *Pull Out*

Students with special needs are pulled out of a heterogeneous classroom for varying periods of time for academic educational challenges. Instructions will vary based on needs as determined by IEPs and information from interim and benchmark assessments. Students may have disabilities, at-risk, gifted, or they may be ELLs.

### *Blended Learning*

GLA-STEM developers know that the rapidly evolving education landscape increasingly requires the school to incorporate technology to customize student learning. Blended Learning is seen, not as a new teaching tool, but as a natural by-product of the digital domain. As digital and social media become more and more prevalent in the life of learners, it was only a matter of time before learning became “blended” by necessity. Its prevalence with and constant use by preteens and teens will mean they are already familiar and in many cases highly proficient in the mechanics of using technology tools. GLA-STEM intends to use a teacher designed blended learning model, in which teachers determine the combination that's right for them and their students.

### *Curriculum and Teacher Training*

There are two primary instructional strategies that GLA-STEM will expect all its teachers to master. The first is teacher competence with the teaching of STEM, and the second is the mastery of differentiated instruction. Although an increasing number of teacher preparation programs have added STEM training and certifications to their curriculums, the National Science Teacher Association (March 2012) has suggested that many STEM teachers continue to receive much of that preparation from on-the-job development activity.

GLA-STEM will be seeking and selecting quality teachers for the school, however it is anticipated that STEM training for all of the teaching staff will be necessary prior to the school initiation and ongoing during school operations. A pre-school institute for a week will be provided to help all instructors develop competence and confidence in STEM. Properly certified and experienced consultants with STEM programming will be contracted to help provide the staff training. To help teachers refine and expand the use of STEM, one follow-up development activities will be offered each month during the first year of operation and as necessary afterwards to maintain the quality of instructions. More detail on the content for teacher training is described in section 2.4 of this application on Professional Development.

### *Materials and Resources*

Textbooks, with a variety of supplemental materials, will be used in each content area to include a variety of resources for teachers and students. Teachers and support staff will use a variety of resources, especially hands-on material, in addition to textbooks. Traditional hard-cover books and textbook material available through e books, a computerized textbook service, will be used. Using this method will be cost-effective and will provide an alternative for students who may have negative attitudes toward traditional learning methods. Textbooks in core subjects will be ordered from the Tennessee Book Company and will include supplemental materials: teachers' guides, workbooks, standardized test preparation, spelling lessons, test generators, other consumables and games. Staff will select resources and materials to be used in foreign language, fine arts, health and physical education and visual and performing arts during the school's first staff development session.

### *Library Services*

In the first two years, the school will not house a central school-wide library. Libraries will be developed in the individual classrooms, and books will be selected by the teachers. A “virtual library” will be created with a set of bookmarks which will provide well organized pathways to information resources, applicable to the school's distinctive information needs. The aim will be to expand beyond conventional library walls and create virtual libraries capable of reaching and serving students wherever they are, both at and away from school.

The main “virtual library” portal will be ipl2. An example of this system is one supported by the College of Information at Florida State University and sponsored by Intel and Sun Microsystems. An expansive array of information will be available including arts and humanities; business and economics; health and medical sciences; law, government and political science; science and technology; social services; references, including almanacs, and special collections.

The school will establish a library in the 3<sup>rd</sup> year of operations when the school's physical plant will be expanded. The Director of Curriculum and Instructions and a team of GLA-STEM teachers will choose appropriate books and materials for each grade level and to organize the library for optimum use by the students. The library will be open all day each school day and teachers will direct their classes during scheduled library periods. Computers will be available so that teachers and students can browse and link to an ever-growing world of information resources.

Numerous arts-related field trips will be conducted to help students make connections, which may include Beale Street, Graceland, Sun Studios, Brooks Museum, Ballet Memphis, Playhouse on the Square, Memphis College of Art, the Orpheum Theatre, the STAX Museum and one out-of-town location to give students a wider range of reference and experience. As a culminating experience, students will present exhibits and performances at the end of the school year. In an effort to expose students to even more authentic experiences and to motivate students, students in the 8th grade will spend two days in New York City with staff members touring museums, attending plays and visiting arts-related historical sites. Private sponsors will be solicited to fund this trip.

#### Academic Benchmarks

GLA-STEM academic benchmarks are aligned with state and Common Core standards. Performance indicators are used to give grade-by-grade definition to the standards, clarify expectations of students as they attain benchmarks, provide coherence and lessen the likelihood of gaps or unnecessary repetition in the curriculum. They will also provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all grade levels. These assessments will support students and provide students, parents/guardians, and staff with the information needed to meet high academic standards and make continuous improvement. GLA-STEM will monitor the data to ensure that any student who is falling behind will receive additional support. Specific performance indicators by grade-level and subject matter are delineated in this application in section 1.4 on Academic Performance.

#### **(g) Explain why the instructional strategies are well-suited for the targeted student population.**

The STEM focus with inquiry-based learning and project-based learning will capitalize on the natural curiosity and joy of discovery that is characteristic of young learners. Additionally, the relevance of the real-life issues, problems, and challenges that the students will be seeking to address with STEM, the hands-on nature of the teaching and learning, and the intrinsic rewards of learning will serve as additional sources of motivation for student achievement.



Differentiated instruction will be used in conjunction with the STEM focus to promote student achievement. This instructional strategy has a significant history with both gifted and special education, and Tomlinson and Allen (2000) have suggested a broader use of this strategy to meet the instructional needs of all students. The principles outlined in their book *Leadership for Differentiating Schools and Classrooms* will be required reading and will serve as a basis for on-going staff development activities.

Differentiated instruction makes flexible use of time, materials, modes of teaching, temporary groupings, ongoing assessments and data to promote individual and whole class success. A focus on the needs of the individual learner and the thoughtful management of the whole class or small groups will increase the achievement of the K-8 students enrolled.

#### (h) Explain how the academic plan aligns with Tennessee's academic standards.

STEM standards are integrated with and reinforced by TDE academic benchmarks to insure GLA-STEM students will acquire the same skills and the same scholastic achievement potential as SCS and other Tennessee students. It is significant to emphasize the infusion of the Tennessee Department of Education (TDE) academic standards in the GLA-STEM curriculum. It is also significant that critical areas of the Tennessee Department of Education Academic Standards are the same as the critical areas of the Common Core State Standards. STEM education benchmark strands previously described follow both Tennessee and Common Core curriculum guidelines. To demonstrate the proposed school's knowledge of and intent to adopt Tennessee academic performance standards for all of its subjects, major provisions of the state of Tennessee academic standards for Mathematics are described in Table 11.

Table 11: GLA-Stem Academy Academic Standards for Mathematics Grades K-8* * Tennessee Department of Education	
<b>Kindergarten</b> (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.	<b>1<sup>st</sup> Grade</b> (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
<b>2<sup>nd</sup> Grade</b> (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.	<b>3<sup>rd</sup> Grade</b> (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
<b>4<sup>th</sup> Grade</b> (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3)	<b>5<sup>th</sup> Grade</b> (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into

understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.	the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
<b>6<sup>th</sup> Grade</b> (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	<b>7<sup>th</sup> Grade</b> (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
<b>8<sup>th</sup> Grade</b> (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	

**(i) If your academic plan includes blended learning, describe which blended learning model the school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of the teachers within the blended learning environment and explain how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.**

The “Rotation” blended learning model captures GLA-STEM’s daily expectations for the school’s Blended Learning focus. Classes will specifically be set up where students rotate to different stations, one of which is technology (tailored lessons using online platforms) and the other is face to face with the classroom instructor. During this time, students are grouped by their learning ability, so the teacher has an easier time targeting their needs. One source stated, “studies in blended learning math classes, outperformed their peers by 26% and made learning gains equivalent to 21%.”<sup>15</sup>

From another source, in a school system in rural Montgomery County, North Carolina elementary school students have a 45-minute intervention period in which they use i-Ready. At the K5 level, i-Ready fits in particularly well with the station rotation blended learning model. Data from the diagnostic helps teachers divide students into instruction groups based on skill gaps. Or, if a student is testing above grade level, they can use i-Ready time for acceleration’. In the three years since Montgomery County implemented a blended model of Ready and i-Ready, K5 students have seen growth of more than 50 percent in math and have closed significant gaps in reading ability.

**(j) Describe the school’s approach to help remediate students’ academic underperformance.**

<sup>15</sup> <http://www.dreambox.com/case-studies/blended-learning-classrooms-show-gains>

GLA-STEM will create specific plans for students who are not on track for promotion. During the school year - in addition to regular and ongoing communication between families and teachers - parents will also receive quarterly progress reports; those students at risk of being retained due to low proficiency in a core academic class and/or who are not on track to complete the community service or extracurricular requirement will be identified. In this situation, a meeting between the Principal, the student, and the student's parent(s)/guardian(s) will take place to revisit the promotion policies and to create a student promotion plan. This plan, designed cooperatively between all parties present at the meeting, will outline the supports and steps that students at risk of retention will utilize to help ensure that they meet the promotion requirements. The advisor and student will meet weekly to ensure that steps in the plan are being followed and that the student is progressing toward promotion. (Further discussed under response to 'k').

**(k) Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to instruction and intervention (RTI<sup>2</sup>) that aligns with Tennessee guidelines.**

Students at risk of dropping out and/or not meeting the proposed promotion requirements within grade school and/or matriculating to middle school as 6th graders will be provided needed interventions and supports, including additional instructional time, tutoring, advising and counseling. Through the school's structured data cycle and corresponding data sessions, teachers will review, analyze and discuss individual student progress and design re-teaching plans for standards that have not been mastered as identified through classroom assessments. In addition, through our system of common formative assessments, individual students will be identified and placed in tutoring groups based on their learning needs. Student progress in this intervention will be monitored through regular assessment; all students will be regrouped, as needed, following the next common formative assessment.

Through GLA-STEM regular assessment cycle, teachers will identify individual students who fall short of academic achievement expectations (i.e., those do not demonstrate mastery) and develop action plans at the classroom or individual level that detail interventions and follow up. Individual students will also be supported through more intensive interventions put in place by our student support and assistant team as part of our RtI process. A teacher of a classroom of students that fall short of academic achievement expectations will be supported in developing and implementing re-teaching plans as part of our assessment cycle. Additionally, this teacher will receive more intensive instructional coaching and support from the principal and more experienced teachers, as appropriate, to ensure effective instructional delivery. If the teacher continues to struggle to produce results, it will be addressed through our performance management system.

**Response to Intervention.** The GLA-STEM Response to Intervention system (RTI) system begins with universal screenings and a continuum of supports for students in which their progress will be monitored. Students who continue to have difficulty after these interventions and whose progress monitoring indicates they are making less than adequate progress will be referred to the student assistance team (STAT). This team includes teachers, the Academy Director, and other staff as appropriate. Based on all relevant data – internal and external assessment results, vision and hearing screenings, attendance and behavior data – the team will develop more intensive interventions for students, such as specific classroom accommodations, participating in intensive literacy support, or social/emotional support (i.e., counseling). Parents of these students are notified of their student's academic difficulties and are engaged with the special education teacher, teachers and other support staff in the process of problem solving and monitoring the interventions.

GLA-STEM will follow the protocols in the Shelby County School District to provide additional support to students and identify those that may need of special services. These protocols are based on progress monitoring student performance and students' response to intervention (RtI). The Response to Intervention system will begin with universal screenings and a continuum of supports for students in which their progress will be monitored. The GLA-STEM School Improvement Plan will be followed and. Additionally, elements of the school's Corrective Action Plan will be infused and integrated into the overall response to outcomes of academic assessments.

**Individual Student Intervention.** Using the results of the common assessments during data sessions, teachers will identify individual students who have not demonstrated mastery of standards in each academic subject. They will develop a list of students who need intervention and the specific standards for which they need support. Core subject academic teachers will provide the tutoring that will focus on teaching students to master the identified skills. Class sizes will be smaller than the general classrooms to allow for targeted instruction. We anticipate that each group will meet twice per week and teachers will each lead two tutoring groups per week. Students will generally remain in these tutoring groups until the next common assessment, at which time progress toward the identified standards will be measured and students will be regrouped. Additional specific and targeted support will be given to students who need more intensive attention. This will include all-day pullout services in numeracy and literacy and course recovery-ISS in alternative settings in the school for students who need intensive support in multiple disciplines. Students whose results on the assessments indicate mastery of standards will participate in enrichment opportunities during this time, such as novel study or scientific experimental design.

**Classroom & Small Group Intervention.** Teachers at GLA-STEM will be involved extensively in analyzing data from standardized tests, common interim assessments and weekly assessments. Teachers will use the information from assessments to determine how to modify lessons to ensure that all students learn the standards. When an entire class is struggling with a standard, teachers may review and re-teach the whole class. But when it is a small group of students, teachers may arrange to review and re-teach during tutoring or any other free time during the day. As part of our Response to Intervention (RtI) process, students will be intentionally and flexibly grouped during tutoring and provided targeted instruction based on formative assessment results. Their progress in these supports will be regularly monitored through our interim assessment cycle.

Students who continue to have difficulty after these interventions and whose progress monitoring indicates they are making less than adequate progress will be referred to the student assistance team (STAT) consisting of the GLA-STEM Assistant Principal, and other staff as appropriate. Based on all relevant data – internal and external assessment results, vision and hearing screenings, attendance and behavior data – the team will develop more intensive interventions for students, such as specific classroom accommodations, participating in intensive literacy support, or social/emotional support (i.e., counseling). Parents of these students are notified of their student's academic difficulties and are engaged with the special education teacher, teachers and other support staff in the process of problem solving and monitoring the interventions.

**Comprehensive School Improvement.** The school's leadership team will analyze school-wide performance on a regular basis, including after diagnostics, each interim assessment, and "Performance Based Assessment" at the end of the year. This analysis will focus on the most recent assessment data, both internal and external, and will also include data from tutoring and other interventions. If the school is in jeopardy of failing, GLA-STEM will devise a Comprehensive School Improvement Plan (CSIP) that will detail

the school's plan to mobilize resources, redefine effective practices, and incorporate effective strategies and services identified to produce higher student performance as measured by GLA-STEM performance indicators. The Plan may also incorporate existing programs and services which are effective in producing high student performance. The CSIP will be created to serve as a "road map" for the long-range improvement the GLA hopes to realize over a three to five-year period. The School Improvement Plan will be driven by data and designed to increase student performance. The CSIP planning process will provide needed structures and processes to support continued growth to ensure that GLA is a high performing school. The process will include, but will not be limited to, eight (8) steps: orientation and readiness; gather and organize; analyze data; prioritize and set goals; research and identify effective strategies/practices; develop and implement plans; monitor implementation and progress; review and revise. The planning process will identify how the plan will be implemented, by whom and how it will be monitored and modified based upon student results.

## 1.4 Academic Performance Standards

### (a) Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.

GLA-STEM Academic Benchmarks are annual achievement milestones set for students for each core subject. The indicators are derived from Tennessee State Department of Education achievement markers and Common Core State Standards. The benchmarks are measurable goals that establish whether specific tasks have been mastered for each core subject and each grade level.

Annual and Long-Term Academic Benchmarks (Performance Indicators) have been projected for each GLA-STEM subject matters that include: science, technology, engineering, math, reading/language arts, health/physical education, arts, and music. GLA-STEM metrics including school-wide and teacher assessments will be used to monitor and measure the needs of students and the extent to which the goals and common core standards are being met. The Board will also use the end of grade test results as measures of student success.

GLA-STEM student performance standards are based on the following levels:

- Level I: Students performing at this level will not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.
- Level II: Students performing at this level will demonstrate inconsistent mastery of knowledge and skills in the subject area and will be minimally prepared to be successful at the next grade level.
- Level III: Students performing at this level will consistently demonstrate mastery of the grade- level subject matter and skills and are well-prepared for the next grade level.
- Level IV: Student's performing at this level will consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work

Because of the enormity and volume of information required, Table 12 is a sample of GLA-STEM academic benchmarks which describes performance indicators for sixth grade subject areas. Led by the Director of Curriculum and Instructions, competencies and performance indicator benchmarks will be developed for each grade level and for each subject during the school start-up period.

Table 12: Sample Annual Academic Benchmarks (Performance Indicators)	
Subject Area	Sixth Grade Performance Indicators
Language Arts	<ul style="list-style-type: none"><li>• 80% of students will employ appropriate grammar conventions in writing grade level essays</li><li>• 90% of students will be proficient in using comprehensive strategies to derive meaning</li></ul>
Math	<ul style="list-style-type: none"><li>• 90% will interpret and solve problems using appropriate mathematical functions</li><li>• 80% will recognize and generate equivalent forms for simple algebraic expressions</li></ul>

Science	<ul style="list-style-type: none"> <li>• 85% of students will synthesize information to determine “cause and effect” relationships between evidence and explanations</li> <li>• 90% of students will be able to examine the engineering design process, test, evaluate and modify designs</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 100% of students can identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).</li> <li>• 90% of students can identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).</li> </ul>
Health/ Physical Education	<ul style="list-style-type: none"> <li>• 100% of students will identify strategies to manage weight, proper nutrition and exercise</li> <li>• 95% of students will identify and demonstrate proper warm-up, conditioning, and cool-down techniques</li> </ul>
Arts	<ul style="list-style-type: none"> <li>• 90% of students can identify artworks in historical perspective</li> <li>• 100% of students can describe aurally-presented music by style and culture</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>• 100% of students can use greetings and classroom expressions of foreign language</li> <li>• 90% of students can count to 100 in foreign language</li> </ul>
Music	<ul style="list-style-type: none"> <li>• 100% of students will know the classifications of instruments, i.e. woodwind, percussion, brass and at least three instruments in each category.</li> <li>• 80% of students will be able to name identify the notes of the treble and bass staff.</li> </ul>

GLA-STEM will adhere to all testing requirements, and performance indicators that have been projected for the assessment tools. In 2015-2016 The State changed its TCAP requirements. It is unclear but assumed that TNReady has become the assessment tool for Math and Reading/LA. TCAP assessment measure will continue to be used to assess Science and Social Studies performance. Despite these changes GLA-STEM has based its school-wide end of grade performance assessments on TCAP achievement. Adjustments in the Performance indicators will be made when communications with the state regarding the designated assessment test is confirmed. Table 13 describes expected combined Proficiency and Advanced Performance indicators for TCAP measures for English/Language, Mathematics, and Science for grades 3-8 for elementary school and middle school students. These measures represent a 24% increase over 2014-2015 scores for grade school and a 33% increase for middle school. In Table14, the combined Numeracy and Literacy TVAAS scores projected for GLA-STEM for Year 5 are 32% greater for elementary schools and 80% greater for middle schools when compared to the 2014-2015 measures achieved in the Cordova School zone.

**Table 13: TCAP Performance Indicators: Combined Proficiency and Advanced Percentages for Math, Reading/LA, and Science for Grades 3-8 for Year 1 and Year 5**

School Year/ Schools	<b>2014-2015 Combined Percent Proficiency and Advanced for Math, Reading/LA, and Science</b>	<b>Year 1: 2020-2021 Combined Percent Proficiency and Advanced for Math, Reading/LA, and Science</b>	<b>Year 5: 2024-2025 Combined Percent Proficiency and Advanced for Math, Reading/LA, and Science</b>
Cordova Elementary Schools	57.3	75%	85% +
Cordova Middle Schools	50.3	75%	85% +

**Table 14: TVAAS Performance Indicators:  
Combined Numeracy and Literacy Measures for  
GLA-STEM Charter School (all grades)**

School/Year	<b>2014-2015</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Cordova Elementary Schools	3.4	4.0	4.5	5.0	5.0	5.0
Cordova Middle Schools	1.0	3.0	4.0	4.5	5.0	5.0

### **Long -Term Academic Benchmarks (Performance Indicators)**

GLA-STEM long-term academic benchmarks are generalized across core subjects for each grade level. Expectations for achieving or exceeding mastery on performance indicators for each subject for each grade level for years 1 through 5 are described in Table 15.

**Table 15: Long-Term Goals  
Percentage of Students Achieving or Exceeding Mastery on Performance Indicators for  
each Subject in each Grade Level for the First Five Years**

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>K</b>	75%	78%	81%	83%	85+%
<b>1</b>	75%	78%	81%	83%	85+%
<b>2</b>	75%	78%	81%	83%	85+%
<b>3</b>	75%	78%	81%	83%	85+%
<b>4</b>	75%	78%	81%	83%	85+%
<b>5</b>	75%	78%	81%	83%	85+%
<b>6</b>	75%	78%	81%	83%	85+%
<b>7</b>	75%	78%	81%	83%	85+%
<b>8</b>	75%	78%	81%	83%	85+%

As another indicator of Academic Performance, GLA-STEM has elected to describe measures of individual student achievement. Table 16 below describes proposed end of grade measures students must achieve to be promoted to the next grade level. Promotion will be tied to letter grades and Mastery of well-known assessments including SAT-10, PARCC, and Houghton Mifflin Harcourt Common Core standards measures. These indicators depict an ideal scenario for determining student progress and achievement. Despite the controversy surrounding these



standards, GLA-STEM thinks that its students should be fully capable of mastering Common Core standards and sees it a challenge towards its pursuit of academic excellence. The projections are meant to be assessment guidelines. The developers of this application fully anticipate that these assessment tools and performance indicators will change or be adjusted when staff has had an opportunity to participate in the school's curriculum and assessment process. For the remaining years of the five year-period these projected indicators will increase to 12% of Year 1.

**(b) Describe the process for setting, monitoring, and revising academic achievement goals.**

GLA-STEM believes that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that "one size fits all." GLA will make databased decisions regarding curriculum and instruction at the individual student level, the teacher/ classroom and the school level. As part of the school's focus on results, student academic progress will be measured and analyzed frequently and used to develop action plans for students, teachers and the school. For instance, if diagnostic assessments data demonstrates that students have not mastered a specific content standard, lesson plans will be modified, and re-teach and assess the content standards again until mastery is reached.

**Table 16: GLA-STEM Student Progression Policy for Academic Performance**

Kindergarten Primary Criteria	1 <sup>st</sup> Grade Primary Criteria	2 <sup>nd</sup> Grade Primary Criteria	3 <sup>rd</sup> Grade Primary Criteria	4 <sup>th</sup> Grade Primary Criteria	5 <sup>th</sup> Grade Primary Criteria
Score 75% or above on the SAT- 10; Identify 48 out of 52 letter names; Identify 20 out of 26 letter sounds; Understand 15 of 21	<ul style="list-style-type: none"> <li>Score 75% or above on the SAT-10 assessment at the end of the course.</li> </ul>	<ul style="list-style-type: none"> <li>Score at or above Level 3 on the TNReady Grade 2 assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Score at Level 3 on the TNReady end of course reading assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Score at proficient or higher level on PARCC reading and math Test.</li> </ul>	<ul style="list-style-type: none"> <li>Score at Level 3 on the statewide reading and math Test.</li> </ul>
Kindergarten Secondary Criteria	1 <sup>st</sup> Grade Secondary Criteria	2 <sup>nd</sup> Grade Secondary Criteria	3 <sup>rd</sup> Grade Secondary Criteria	4 <sup>th</sup> Grade Secondary Criteria	5 <sup>th</sup> Grade Secondary Criteria
<ul style="list-style-type: none"> <li>Diagnostic Assessments of Reading (DAR)</li> <li>Word Recognition Level 1-1 (7 out of 10 correct)</li> <li>Oral Reading Level 1-1 (1 or fewer incorrect)</li> <li>Spelling Level 1-1 (4 out of 5 correct)</li> </ul>	<ul style="list-style-type: none"> <li>Score 75% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core Reading Benchmark Test</li> </ul>	<ul style="list-style-type: none"> <li>Score 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core Reading Benchmark Test</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio Assessment- acceptable level of performance on the state-approved reading assessment.</li> <li>45<sup>th</sup> percentile or higher on the SAT-10</li> </ul>	<ul style="list-style-type: none"> <li>Score 80% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> <li>Score 75% or greater on the Houghton Mifflin Harcourt Go Math Common Core End of Year Test</li> </ul>	<ul style="list-style-type: none"> <li>Score 85% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> <li>Score 75% or greater on the Houghton Mifflin Harcourt Go Math Common Core End of Year Test.</li> </ul>
6 <sup>th</sup> Grade Primary Criteria	7 <sup>th</sup> Grade Primary Criteria	8 <sup>th</sup> Grade Primary Criteria	6 <sup>th</sup> Grade Secondary Criteria	7 <sup>th</sup> Grade Secondary Criteria	8 <sup>th</sup> Grade Secondary Criteria
<ul style="list-style-type: none"> <li>Score at proficient or higher level on PARCC reading and math Test.</li> </ul>	<ul style="list-style-type: none"> <li>Score at proficient or higher level on PARCC reading and math Test.</li> </ul>	<ul style="list-style-type: none"> <li>Score 85% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> <li>Score Level 3 on state-wide reading and math test</li> </ul>	<ul style="list-style-type: none"> <li>Score 85% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> </ul>	<ul style="list-style-type: none"> <li>Score 85% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> </ul>	<ul style="list-style-type: none"> <li>Score 85% or greater on the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Test</li> </ul>

**(c) Describe corrective action plans if school falls below state and/or district academic achievement expectations.**

Several models exist to address schools that fall below state and/or district academic achievement expectations. GLA-STEM will establish a Corrective Action Plan to respond to findings of failure by the Tennessee Department of Education. As each criterion and intervention will be different depending on the criterion being measured, the sample GLA-STEM Corrective Action Plan Process in Table 17 below, contains the elements of the process to be undertaken. Table 18, on the other hand, is an example of an individualized corrective action at the teacher level.

Table 17: GLA-STEM Comprehensive School Improvement and Corrective Action Plan Process		
Process	Description	Content Area
<b>Orientation and Readiness</b>	<p>Build a common understanding and ownership for the school system improvement and corrective action process.</p> <p>Develop a clear picture of what it will take to progress through the improvement process. The appropriate structures and supports for this to occur will be in place (i.e., planning team, district buy-in, shared vision).</p>	<p>Description of the Planning Process</p> <p>Beliefs and Vision Statement</p> <p>Mission Statement</p>
<b>Gather and Organize Data</b>	Gather information from multiple indicators (achievement, demographic, perception, and contextual) and decide what data is most pertinent to the process. Select data to collect in five (5) categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation of the school. Data is prepared to facilitate analysis using a data carousel activity by the leadership team.	Analyze Internal and External Factors
<b>Analyze Data</b>	<p>Make data decisions about what areas to focus on to achieve a desired and preferred future.</p> <p>Identify root causes of the issue.</p> <p>Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school. A prioritized list of challenges will be generated and used in subsequent stages to develop goals and improvement plans.</p>	Continued Analysis of Internal and External Factors: Identify Strengths/Weakness
<b>Prioritize and Set Goals</b>	Determine priorities for local needs based on school strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound goals are written and prioritized.	Objectives (goals)

<b>Research and Identify Effective Strategies/ Practices</b>	Identify Effective Research-based practices, strategies, programs, and/or interventions that address the state goals and root causes to provide the basis of improvement and corrective action plans through additional research and analysis of data, and identification of best practices.	Improvement Strategies
<b>Develop and Implement Plan(s).</b>	Focus specific improvement and corrective action plans on prioritized area, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan into practice fully by carrying out the tasks identified	Action Steps Board Approval
<b>Monitor Implementation and Progress</b>	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school goals. Formative and summative measures and Implementation Coach Reports are used to see if progress is occurring toward each goal. Based on this information, plans are revised as necessary.	Implement, Review and Monitor
<b>Review and Revise</b>	Analyze formative and summative measures specified in the corrective action plan to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.	Evaluate and Revise

Table 18: Individualized Teaching Corrective Action

Readiness Levers	Foundational Change levels
Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task	Teachers use multiple data sources, including short-cycle and quarterly assessments, to diagnose student needs and to measure instructional impact. Based on data analysis, changes are made to instruction as needed.
	Teachers plan differentiated lessons based on student needs identified during analysis of student performance data that are aligned to learning objectives
	Teachers monitor student understanding throughout the lesson and immediately adjusts instruction based on student understanding
	Lessons contain clear learning objectives
	Teachers collaborate to develop or select a daily lesson planning template that is approved by the principal.
	Teachers submit daily lessons weekly to principal or principal designee
	Teachers have a coherent system for tracking individual student assessment results and growth over time and update it regularly
	Teachers provide regular feedback to students about their progress and targeted areas for growth
	Teachers involve students in the assessment of their work and in setting their achievement goals

Three waiver days at identified points during the school year for professional development for all educators, including one day prior to the first day of the school year for students

**(d) Describe goal for student attendance and explain how the school will ensure high rates of student attendance.**

The Assistant Principal, Office manager, Counselor, and three grade level teachers will form the GLA=STEM Attendance Monitoring Team (AMT). These individuals will meet monthly to review student attendance and serve as the primary point of contact for students who miss school. The team will contact parents when students begin missing school, meet with parents to discuss student attendance, and conduct interviews/home visits to identify barriers to regular school attendance, and serve as a resource for other teachers and staff who are dealing with students who fail to attend class regularly.

GLA-STEM will improve student attendance through achievement of the following proposed goals by:

- Reducing the number of students arriving late for class by 20%.
- Decreasing the number of students who miss five or more days of school during Fall Semester by 50%. Decreasing the number of students who miss 10 or more days during the school year by 50%.
- Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.
- Rewarding students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester.

**(e) Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).**

***Grading and Promotion***

In evaluating the performance of pupils in a subject area, the teacher will consider tests, daily work, homework, classroom participation, oral and written reports, projects, etc., as they relate to the course objectives as stated in the specific skills continuum or subject guides. GLA-STEM students in kindergarten through eighth grade will be issued interim progress reports every four weeks. A comprehensive report card will be issued at the end of each marking period (nine weeks) providing information to parents about the student's performance level, achievement, work-study habits, attitude and behavior, attendance, and any other comments the teacher may wish to make. Space is also provided for comments teachers may wish to make. The report card for kindergarten through second grade will reflect progress through the primary program. Middle school students are evaluated in any credit courses in which they are enrolled. Only letter grades will appear on report cards and transcripts.

Report Cards/Grade Scales	
Grade Level/Report Card Codes	Report Card Codes
Kindergarten - 2 <sup>nd</sup> Grade	S = Satisfactory, Meets grade level standards P = Progressing, Making progress but not meeting grade level standards U = Unsatisfactory, Not making progress, not meeting grade level standards

<p>Grades 3-5</p> <p><b>Integrated language arts, mathematics, science, social studies and health</b></p> <p><b>A = 93-100%</b>  <b>B = 85-92%</b>  <b>C = 75-84%</b>  <b>D = 70-74%</b>  <b>F = 69% and below</b></p>	<p>A = Outstanding Achievement. The pupil has mastered the objectives in the subject area, shows initiative, applies knowledge gained to new situations, and accepts responsibility for learning.</p> <p>B = Above Average (High) Achievement. The pupil has mastered most of the objectives in the subject area, is above average in initiative, application of knowledge, and accepting responsibility for learning.</p> <p>C = Satisfactory Achievement. The pupil has mastered the basic objectives in the subject area and with direction and stimulation by the teacher is progressing in initiative, application of knowledge and accepting responsibility for learning.</p> <p>D = Below Average (Needs Improvement in) Achievement. The pupil has mastered few of the basic objectives in the subject area.</p> <p>F = Unsatisfactory Achievement. The pupil has not mastered the basic objectives in the subject area.</p>
<p>Grades 3-5</p> <p><b>Physical education, music, art, and work-study habits/citizenship</b></p>	<p>S = Satisfactory Progress</p> <p>N = Needs Improvement</p> <p>U = Unsatisfactory</p>
<p>Grades 6-8</p> <p><b>Core curriculum subjects and related arts courses.</b></p> <p><b>A = 93-100%</b>  <b>B = 85-92%</b>  <b>C = 75-84%</b>  <b>D = 70-74%</b>  <b>F = 69% and below</b></p>	<p><b>A = Outstanding level of performance</b>  Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.</p> <p><b>B = High level of performance</b>  Indicates that the pupil has done above average work, mastered almost all of the course objectives; and has applied knowledge gained to new situations.</p> <p><b>C = Satisfactory level of performance</b>  Indicates that the pupil has done average work and has mastered many of the objectives of the course.</p> <p><b>D = Needs improvement in performance</b>  Indicates that the pupil has done below average work and has mastered few of the objectives of the course.</p> <p><b>F = Unsatisfactory level of performance</b>  Indicates that the pupil's work fell below a level of acceptance for the course and was unsatisfactory.</p> <p><b>I = Incomplete</b>  Indicates incomplete work which will need to be made up prior to a grade being assigned.</p>

## Retention

Grade placement and promotion in the 6th through 8th grades will be based upon grades earned. Students whose grades are below 70 percent in a subject will receive a comment of "competencies not mastered" in that subject for that grading period on the formal progress report. A conference will be held with parents or guardians to ascertain the source of the problem and interventions will be implemented to ensure that the students achieve at least 70 percent before the next grading period. The grade would then be entered on the next formal progress report. If 70 percent is not achieved by the next grading period, a comment will be entered on the formal progress report: "competencies not mastered".

The school will create transition classes, under State Department of Education provisions, for students who have not quite mastered the competencies to enter the next grade level. Transition classes will be considered a half-step promotion and students will be allowed to attend classes during the summer to gain the skills necessary to successfully complete the next highest grade level. These students will not be counted as retained; they will be counted with the next highest grade level on the annual report. The students will maintain enrollment in the transition class until the required competencies are mastered. When the necessary skills are acquired, the students will be moved to the next grade level. If students do not gain the required skills in transitional

classes, they will be retained in the grade level in which they have been counted during the previous school year.

**Students with disabilities** will be included in regular classes, to the degree possible, and with appropriate support and accommodations. The necessity for alternative performance-based assessments will be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.

**Students of Limited English Proficiency (LEP)** will meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. An LEP student's instructional portfolio containing documentation of the student's English language proficiency and progress in all academic areas will also be considered for promotion. The student's instructional portfolio will be examined to determine if:

- The student's level of language proficiency is having an impact on the student's ability to perform at grade level on the required test or alternative assessment.
- Documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

#### *Policy and Standards for Promoting Students*

GLA-STEM will hold all students to a high standard of academic excellence as reflected in their achievement in the STEM curriculum, their behavior in the school, and their involvement in the community. Additionally, GLA-STEM will hold all families to a high standard of commitment as reflected in family's support of the child's involvement at the school (attendance and participation), and their accountability for homework. The promotion standards will include student grades, and their scores on local and state test student local and State test scores with a 70% proficiency level to advance to the next grade level. Students that meet the requirements to advance to the next grade will be advanced. To be promoted to the next grade, students must meet academic standards as well as meet requirements established by the school, i.e. complete required community service hours and successfully complete reflection and presentation and participate in at least one extracurricular activity, club or student organization.

The expectations for student achievement and parental involvement will be communicated at the time of the application to the school and will be reinforced with the distribution of printed literature for the school and emphasized at each meeting with the parents and teachers.

#### *Promotion of Students with Disabilities*

Promotion standards for students with disabilities will be based on the level of mastery expected and achieved on the IEP goals and objectives. The criteria will include grades, and student scores on local and state test. The standards for promotion to the next grade level will be discussed with the parent at the initial IEP meeting of the school year. The Principal will then determine whether the documentation supports the student advancing to the next level.

#### *Promotion of Students with Limited English Proficiency*

Students of Limited English Proficiency (LEP) will meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. An LEP student's instructional portfolio containing documentation of the student's English language proficiency and progress in

all academic areas will also be considered for promotion. The student's instructional portfolio will be examined to determine if:

- The student's level of language proficiency is having an impact on the student's ability to perform at grade level on the required test or alternative assessment.
- Documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level. The Principal will then determine whether the documentation supports the student advancing to the next level.

**(f) Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.**

Students who complete the fifth grade at GLA-STEM will, at a minimum, demonstrate literacy in science, technology, engineering and math. They will have effective reading skills, writing skills, math skills and presentation skills with an adequate mastery of the strands of ability related to these various skill areas. Some strands include the ability to analyze key ideas, identify details, and the craft and structure in reading materials. Exercise critical thinking, reflect an integration of knowledge and ideas, comprehend informational text across a range of subjects, and demonstrate collaboration. Student will be able to present ideas effectively, understand various types of writings and produce informative or explanatory writings. In math, the GLA-STEM fifth grade graduate will have a mastery of Number Operations and Algebraic Thinking, including operations with base ten numbers and fractions, Measurements and Data Analysis, Geometry, and the ability to use computations to solve real world problems. The graduate will also be a motivated learner with a sound foundation in science, technology and engineering. GLA-STEM is proposing that every student upon completion of the fifth grade will be properly equipped with the academic skills to solve real world problems. Fifth graders also will be motivated learners with a sound foundation in science, technology and engineering. GLA-STEM proposes that every graduate will be properly equip with the academic foundation, the personal character, and the ambition for success in the 21st Century.

By the completion of **seventh grade**, students will master a variety of skills including:

- Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Students will analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- Students should demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students should acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

By the completion of **eighth grade**, students will master a variety of skills including:

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to comprehend the written word.
- Students read a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).



- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.
- Students progress through the stages of the writing process as needed.
- Students write and speak with a command of Standard English writing mechanics including correct grammar and usage that is appropriate to this grade level.

### **1.5 Phase-In/Turnaround Planning**

This section is NOT APPLICABLE. GLA is not applying for a Conversion.

### **1.6 High School Graduation and Postsecondary Readiness**

This section is NOT APPLICABLE. GLA will be a K-8 School.

## 1.7 Assessments

**Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer additional interim assessments.**

GLA-STEM assessment strategies will include pre-tests and post-tests, quarterly and three-month benchmark assessments, teacher made assessments, and State required End of Grade (EOG) and End of Course (EOC) tests. Several types of assessments will be used to measure GLA-STEM student academic achievement of the school's educational program goals that fall into two categories: Interim and End of Grade (EOG). Interim assessments are administered periodically and defined intervals throughout the school year.

Assessments which measure individual performance levels and mastery of instructional academic goals, are generally categorized as Teacher Assessments or Benchmark Tests. **Teacher Assessments** are tests constructed by the classroom teacher and are given on an on-going basis. These tests serve as the more frequent measure of student performances and will be an important source of information for developing and modifying the daily instructional activities to meet the academic needs of the individual student. **Benchmark Tests, on the other hand** are standardized assessments on the core subjects, usually, math and reading, that are administered by the school and given quarterly or three times per year to track students' progress and to note academic areas needing improvement or special attention. Some benchmark tests also may be teacher-driven. EOG tests, for the most part, will be school-wide State- mandated Assessments administered at the end of the school-year that measure achievement in reading, mathematics, and science.

The Gentlemen & Ladies Academy STEM School will use a variety of evaluation tools and assessment strategies to diagnose the needs of students, to assess student progress, and to evaluate the outcomes of the curriculum and services offered at the school. School developers and consultants understand the broad and overarching implications that surround this process. They have been engaged in extensive discussions about how to construct achievement measurements that will be the most effective for the GLA-STEM curriculum and its thematic focus on science, technology and engineering. While the response to questions in this section may reference specific tests, they are meant to be examples and are subject to change when the full staff has had an opportunity to contribute to the school assessment process. Final decisions and selections will be made during the school Start-Up period and will be made in conjunction with the determination of the academic performance indicators. The issue of testing fatigue will be of paramount concern and will be minimized to the greatest extent possible.

**(a) Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals, and state standards.**

*Interim/Formative Assessments: Benchmark and Teacher-Based*

Tennessee academic standards, as well as GLA-STEM's curriculum and performance goals are the primary indicators that will be assessed to determine mastery of the courses that comprise the school curriculum. Interim assessments are formative assessments which provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. A few examples that are teacher-made and will be used in the classroom include: observations, questioning, discussion, exit/admit slips, learning/response logs, graphic organizers, peer/self-assessments, practice presentations, individual representations, individual whiteboards, or

constructive quizzes. Several of these practices also are among the learning strategies identified by the Tennessee Department of Education.

Teacher-made assessment and informal assessments will be used to assess the general skills of students in kindergarten, and first grade that academic and social skills of students will be used to develop personal educational plans. Learning Logs and portfolios will be used to help track student progress. Teacher-made assessments also will be given on an on-going basis to students on all grade levels and will serve as the more frequent measure of student performances. Guided Level and accelerated reading are examples of testing that can be administered based on teachers' lesson plans and school-level recommended frequency. Teacher-made assessments are an important source of information for developing and modifying the daily instructional activities to meet the academic needs of the individual student.

*Bench Mark Tests.* GLA-STEM school-wide interim academic assessments of relevant educational content and skills will be conducted intermittently during the school year (beginning, the middle, and end of each year). Testing frequency and type will vary based on grade level and subject matter. For example, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) are among the benchmark assessments that can be administered to students in K-2 to measure five skills necessary to become a proficient reader. Initial assessments will offer baseline information for developing an education plan for students and will help identify academic improvements made during the year. Five necessary skills for students to become proficient readers:

- Hearing and using sounds in spoken words
- Knowing the sounds of letters and sounding out written words
- Reading words in stories easily, quickly, and correctly
- Reading with comprehension, the ultimate goal of reading
- Understanding and using a variety of words and learning new words.

The SAT-10 is another test to measure student mastery in early grades and to inform intervention and remediation around numeracy and literacy. It can be used for value added for K-3 teachers (after baseline year). This test is a norm-referenced test that had previously been a State requirement, but was phased out after 2015-16. GLA-STEM developers like this test and will likely keep it as a part of the school's diagnostic strategies.

GLA-STEM has projected that approximately 13% of its students will be of Hispanic ethnicity and 3% of its students may be classified as Other. These students may or may not have English language deficiencies. Pursuant to US and Tennessee Departments of Education regulations regarding their legal obligation to language minority students, GLA-STEM will identify in a timely manner ELL students in need of language assistance services. First, the school will identify all students whose primary or home language is other than English (PHLOTE), after which the school will assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to participate effectively in the district's instructional program. The home language survey (HLS) is a questionnaire that will be given to parents or guardians that will help the school identify which students are potential ELLs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.

Research has shown that there is a great deal of variation in HLS instruments across the United States (Bailey & Kelly, 2010). However, an HLS typically includes questions about what language(s) the student first learned, understands, uses, and hears, and in what contexts.

Additional questions about a student's language exposure and background (e.g., languages used in the home) help ensure that ELLs are not missed, and guard against inaccurate reporting of the student's English abilities. Information from the HLS informs placement into a language assistance program (e.g., a bilingual and/or English as a Second Language [ESL] program). To obtain accurate information, schools should reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. Parents and guardians should also be informed that, even if their child is identified as an ELL, they may decline the ELL program or particular ELL services in the program.<sup>16</sup>

GLA-STEM school will identify ELL students through a survey administered with every student's household during the annual enrollment period which is designed to identify students who may have limited English proficiency. This survey will be the Home Language Questionnaire issued by the State Education Department which can be found in Tennessee State Policy # 3.207. If, based on answers to the Home Language Questionnaire, it is determined that the student's native language or the home language is other than English, the pupil will be tested using the Tennessee State Identification Test for English Language Learners. The results will indicate whether the student will be classified as an ELL student.

When a student has been diagnosed as an ELL, the WAPT (WIDA-ACCESS PLACEMENT TEST) is used to help determine the instructional needs and to screen and measure the progress of kindergarten students who are learning English as a second language. For students grades 1-12, the Online WIDA Screen Test is used to screen students. Decisions about resource staffing will be supported by results from the WIDA-ACCESS Test which is a summative test used to measure growth and proficiency.

The English Communication Modes to be Assessed include: • Listening: How well is the student able to understand spoken English in social and grade-level academic settings? • Speaking: How well is the student able to communicate orally in English in both social and academic settings? • Reading: How well is the student able to read age-appropriate written materials in English for both social and academic purposes? • Writing: How well is the student able to produce writing in English for both social and academic purposes?

In addition to GLA-STEM assessment and identification for ELLs, the school also will follow established protocols for ELLs with disabilities. These protocols include: • GLA must identify, locate, and evaluate ELLs with disabilities in a timely manner. • GLA must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials. • GLA must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs. • GLA must not identify or determine that ELL students are students with disabilities because of their limited English language proficiency. • GLA must provide ELL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

PARCC is computer-based and uses interactive questions to determine whether students have mastered the fundamentals. This is another example of a benchmark test that can be used along with teacher made assessments to determine the academic needs of students on a variety of subjects including, reading, math, science, social studies, and others. These data can be used to

---

<sup>16</sup> <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

develop appropriate instructional plans to meet student needs. If selected by GLA-STEM the PARCC Test will be administered to third through eighth grade students. Case, STAR, and Houghton Mifflin Harcourt are examples of other high-profile benchmark tests widely used in schools across the country to test students on a wide range of subjects.

Tennessee Department of Education RTI2 measures are meant to be quick, informative, and nonintrusive and are given 3 times a year to identify at risk students. The most common Screeners selected and used by Tennessee school districts in grades K-5 are: AimsWeb (30); EasyCBM (15) STAR 360 (47). RTI2 is Skill-Based, Nationally Normed, Easy to Administer, Limited Impact on Instructional Time, Compares Apples to Apples (Alternate Assessment Reliability), Explicitly Measures each Skill Area, and is Peer Reviewed in Special Education Journals.

**(b) Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.**

Primarily End-of-Course and to a lesser extent, intermittent Benchmark Tests will provide a standardized measure of the students' achievement and valuable information resources to measure the performances of GLA-STEM students that can be compared to Tennessee and national norms. Summative data acquired will show students' culmination of understanding, strengths, and areas for improvement, drive school instructions, and will serve as a primary factor in measuring teacher effectiveness. Disaggregated test information should help educators know if they are serving all student subgroups well and maintaining universally high expectations. GLA developers believe that standardized assessments should serve as one aspect of a continuance assessment cycle. GLA-STEM believes that a high-quality assessment cycle is fundamental to providing excellent teaching and producing dramatic student performance gains. All stakeholders in the Cordova community - Board, leadership, teachers, students, families, and Shelby County - will know what the school's expected outcomes are and will be given regular, meaningful information about the school's progress.

Standardized academic achievement tests that measure end-of-year, end-of-grade, or end-of-school vary widely from state-to-state and are used to evaluate a student's understanding, comprehension, knowledge and/or capability comprehensively or in a service area. There also are several well-known assessment tools that are both used and recognized nationally.

The Tennessee Comprehensive Achievement Program (TCAP) is the primary end-of-year/end-of-course assessment tool the State of Tennessee uses to assess proficiency in Reading/Language Arts, Mathematics, and Science. The TVAAS (Tennessee Value-Added Assessment System) measures improvement or growth in literacy and numeracy skills. The TCAP and the TVAAS are required for all Tennessee public schools. (As previously discussed TCAP may be or already is replaced by TNReady.) Based on Tennessee Department of Education requirements, GLA-STEM will participate in these tests (and any replacements) as mandated by the state.

Among national academic achievement assessments, the NAEP (National Assessment of Educational Progress), SAT, ACT, and Explore/Plan are among the most popular. Assessments also are designed to measure achievement of Common Core standards, i.e. the Houghton Mifflin Harcourt Journeys Reading Common Core Benchmark Tests; Houghton Mifflin Harcourt Journeys Math Common Core Benchmark Test; Houghton Mifflin Harcourt Go Math Common Core End of Year Test; Houghton Mifflin Harcourt Go Math Common Core End of Year Test.

From the numerous options available, GLA-STEM will select assessments that best complement its Academic Plan and thematic focus. For example, GLA-STEM is proposing that its middle school students will take the Explore Test in the 8<sup>th</sup> grade as well as the ACT. Students will be introduced to these college entrance exam tests early so to improve 11<sup>th</sup> grade scoring that is presently required by the State of Tennessee.

When a final instructional determination is made, the GLA-STEM Director of Curriculum and Instruction, Principal, non-instructional staff, and teachers will review the results of the standardized assessments. Time will be set aside for in-depth collaboration with grade-level and content teams to identify how curriculum and instructional units will meet students' needs as determined by performances on academic assessment tests. GLA-STEM will utilize rigorous support systems implemented throughout the school to serve all students, including those with IEPs, students with Section 504 plans, English Language Learner (ELL) students, and students identified as intellectually gifted. Based upon the outcomes from interim and End-of-Grade assessments. All of the assessment activities will be supplemented with school's data management software. Every effort will be made to identify the best affordable software that can double as being able to accommodate both academic and administrative functions.

**(c) Identify the person(s), position(s), and/or entities that will be responsible and involved in the building testing coordination**

Student assessments and testing (interim, benchmark, and end-of-year) will be coordinated by the GLA-STEM Director of Instruction and Curriculum. Aided by designated teacher(s), this individual will have the responsibilities to schedule the testing, disseminate the testing instruments, collect and analyze data, and act as the liaison between state and district testing personnel. S/he will work with the schools' administration and faculty in understanding assessment data to generate effective responses to the school/students' needs. The Principal will have oversight over the assessment process.

**(d) Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.**

At the beginning of each year, students will take diagnostic assessments and intermittently throughout the year. For example, students in the 6<sup>th</sup> grade may take the PARCC assessment during 6<sup>th</sup> grade induction; students in grades 7-8 may take the PARCC diagnostic assessments in ELA and math, assuming they are available in 2018. Test determination will be based on resources and state-mandates. Teachers will meet to discuss the results of these assessments and decide how results impact the level of review necessary and the need for individualized or small-group remediation plans at the start of the academic year.

Each week, teachers will conduct at least one formal assessment that addresses the specific standard or standards being taught that week. Formal assessments range from tests or quizzes to projects, presentations or laboratory work. Do Nows, homework checks, pop quizzes, exit tickets, lab reports, group assignments and higher-level questioning are ways in which teachers daily assess students. Teachers also will discuss these data during common planning time on Friday afternoons.

**(e) Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

GLA-STEM teachers will be extensively involved in analyzing data from standardized tests, common interim assessments and weekly assessments. Teachers will use this data to determine

how to modify lessons to ensure that all students learn the standards. When an entire class is struggling with a standard, teachers may review and re-teach the whole class. But when it is a small group of students, teachers may arrange to review and re-teach during tutoring or any free time during the day. For individual students who need additional assistance, teachers will utilize one-on-one tutoring. GLA-STEM testing activities will be coordinated by the Director of Curriculum and Instructions performing in the capacity of the school's Testing Coordinator. This individual will be the liaison between the school, teachers, testing companies, and the Tennessee Department of Education. S/he will provide explain the testing policies, provide instructions and answer questions about the tests, disseminate and retrieve testing materials, and report testing results to appropriate parties.

**(f) Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.**

The leadership team will analyze school-wide performance on a regular basis, including after diagnostics, each interim assessment, and "Performance Based Assessment" at the end of the year. This analysis will focus on the most recent assessment data, both internal and external, and will also include data from tutoring and other interventions. Additionally, the Principal will analyze and present student achievement data to the Board of Trustees as outlined in Shelby County's performance metrics or GLA-STEM's internal metrics. The leadership team will identify the root causes of the low performance and initiate responsive action. This could include a variety of actions: incorporating additional curriculum materials into courses and tutoring (based on an appropriate gap analyses); implementing additional supports for students; revising programs; focusing professional development.

Professional Development time following the administration of the assessments will be devoted to allowing teachers time to grade assessments and analyze student data in teams and with administrators. Teachers will examine the data by standard, by class and by individual student to identify trends using school-wide templates and tools for data analysis and responsive instructional planning. Analysis of data will identify individual students that need additional individualized instruction and their specific skills and weaknesses. This work also is the first step in the RtI system that includes universal screenings through diagnostics and interim assessments, rigorous differentiated instruction in core classes, and tier 2 interventions in the school's tutoring block. Resources to guide professional development, and data analysis and review include: Achieve 3000 (for differentiated instruction), Bloom Board's professional development platform, and Mastery Connect. Specifically, during school data sessions teachers will create an action plan for each class, including:

- Re-teach to entire class
- Re-teach to small groups (tier 1)
- Assign students to tutoring/enrichment classes (tier 2)
- Re-teach outside of class time (after school tutoring, Saturdays)
- Embed key content and skills into upcoming unit
- Review upcoming internal assessment
- Modify/create lesson plans for next six-week unit based on data and review of upcoming assessment

**(g) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.**

During professional development and at key intervals aligned to interim assessments, GLA-STEM will conduct training for teachers and school leaders focused on data analysis. GLA-STEM will



provide school leaders and teachers rigorous training on analyzing and using data to inform instruction to ensure that all decisions, from the classroom to the Board, are based on data and designed to produce results. The school leader will administer a variety of internal and external assessments – including diagnostic, formative and summative performance based assessments, and will use the results of the assessments to make decisions about our academic program. GLA-STEM also will review and consider the use of Pearson and other statistical analyses to better monitor and demonstrate students' achievements. Teachers will analyze assessment results in teams and individually, and develop re-teaching plans using a school-wide action planning template.

## 1.8 School Calendar and Schedule

### (a) Provide the annual academic calendar for the school as Attachment A.

The GLA-STEM annual academic calendar is included as Attachment A.

### (b) Explain how the annual academic calendar reflects the needs of the academic program.

To fulfill its mission to operate in a “culture of learning” environment, GLA-STEM will provide a longer day and longer school year than existing schools to achieve its academic and non-academic goals. The annual academic calendar will operate 180 instructional days for all students. It will operate in tandem with the district schedule and hold five Saturday sessions during the school year. Five days will be added prior to the initiation of the instruction days for professional development. Additionally, five days will be allocated for professional development intermittently during the school year. There will be a total of 200 school operational days. The additional time offered by the longer school day and year will allow GLA-STEM to provide intensive instruction science, technology, engineering, and mathematics; additional and intensive instruction in literacy and numeracy; embed differentiated academic supports during the school day; offer explicit character and self-discipline education to all students; and support students through their application/preparation for college and career.

### (c) Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times.

The GLA-STEM daily schedule provides extended time for learning. The school will open at 7:15 am and hold classes from 8:00 am - 4:00 pm Monday through Thursday, and 8:00 am-1:30 p on Friday (Friday afternoons are set aside for targeted and ongoing teacher professional development). The school will use an eight-period class schedule to incorporate a college and career course sequence. Core class periods will be 55-60 minutes/day. Two days per week Foreign Language will be integrated into Writing. Computer, Technology, and Engineering Labs will alternate two and three times a week. Thirty minutes will be allotted for lunch and physical education/health. Adjustments will be made for grades K-2 to exclude science lab and increase time for Physical Education/Health, Art, Music, and Foreign Language. Additional programming - homework support, clubs and sports - will take place after 4:00 pm dismissal.

Sample Daily Schedule for GLA-STEM*					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:00	School Opens-Breakfast -Attendance				
8:00-8:55	ELA	ELA	ELA	ELA	ELA
9:00-9:55	Writing	Writing/Foreign Language	Writing	Writing/Foreign Language	Writing
10:00-10:55	Math	Math	Math	Math	Math
11:00-11:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:55	Phy Ed/Health	Phy Ed/Health	Phy Ed/Health	Phy Ed/Health	Phy Ed/Health
1:00-1:55	Science Lab	Art/Music	Science Lab	Art/Music	Science Lab

2:00-2:55	Computer Lab	STEM Technology/ Engineering Lab	Computer Lab	STEM Technology/ Engineering Lab	Computer Lab
3:00-3:55	Science	Science	Science	Science	Science
4:00 – 5:30	Dismissal – After School Activities				

\*The schedule is a sample and will be varied based on grade level and the mix of general instructions teachers. Special Education classes will be adaptable to student needs.

Minimum Hours/Minutes per Day and Week for Academic Instructions in Each Grade		
Grade Level	Hours/Minutes per Day	Hours per Minute per Week
<b>Kindergarten</b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>1<sup>st</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>2<sup>nd</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>3<sup>rd</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>4<sup>th</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>5<sup>th</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>6<sup>th</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>7<sup>th</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week
<b>8<sup>th</sup></b>	375 mins. per day = 6.25 hours	1,875 mins. = 1.25 hrs. per week

Instructional Hours/Minute/Core Subject	
Grade	Instructional hours/minutes per day
<b>Language Arts</b>	55 mins/day
<b>Writing</b>	55 mins/three days per week
<b>Mathematics</b>	55 mins/day
<b>Science</b>	55 mins/day
<b>Social Studies</b>	55 mins/day

**(d) Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.**

All GLA-STEM activities support the school's program to drive gains in academic achievement. The GLA daily schedule will provide extended time for learning. The additional time offered by the longer school day and year will allow the school to provide additional and intensive instruction in literacy and numeracy; embed differentiated academic supports during the school day; offer explicit character and self-discipline education to all students; and support students in their preparation for college and career. To ensure that each student is successful in the school's program, extensive differentiated system supports will begin with additional instructional time for all students in ELA and mathematics and will include tutoring time during the school day.

Taking the simple step of extending the school day has been shown to correlate with higher achievement, lower incidence rates of crime and violence, and more opportunities for academic and personal success. Moreover, the longer school day, week, and year have been found to be critical pieces in providing extra time for those students performing substantially below grade level in at least one if not several core knowledge areas to get back to grade level and ensure that they master the skills and fundamentals of math, reading, and writing. The longer schedule has the added benefit of allowing students to spend more time on task, more time around positive adult

role models, gain more exposure to course material, and get more exposure to a stronger, more comprehensive approach to self-control and positive habit development.

*Extended Time for STEM-Based Projects.* STEM instructional strategies and innovations are significantly important towards fulfilling the mission and vision of the school which has a STEM thematic focus. As it is described in the school's Academic Focus and Plan opportunities exist for there to be Stem activities at every core subject level of the curriculum. Activities that begin at the group level in the classroom can be continued at the group and/or individual level in the time allocated for the guided STEM Technology Lab. Ideally Individual students identified as gifted or exceptional from these STEM creation entry points can be channeled into more time being invested to further pursue their interest. If projects are robotic in nature, for example, the teachers from the classes where the projects arise or the STEM Instructor Coordinator could be instrumental in pairing the student with a community business partner such as Federal Express or Medtronics. Students also could be introduced to professors at Christian Brothers University in Memphis which has a strong engineering program. Additional time also could be spent in the afternoon after normal school hours, and/or more time could be extended the student in a Pull Out scenario to work in the STEM lab during regular school hours. Under any circumstances, support and encouragement from teachers, the school leadership team, the Principal, the school Board and parents should be provided students at every opportunity.

*Attendance.* While the number of instructional hours and minutes per subject and the opportunity to engage in extended day academic activities is paramount, students' attendance is at the top of the list for impact on achievement and successful matriculation. GLA-STEM attendance goals are described in section 1.4(d) of this application.

**(e) Describe a typical school day for a teacher and a student during the school's first year of operation.**

A typical day<sup>17</sup> for a student at Gentlemen and Ladies Leadership of Excellence Academy will include arriving at school around 7:30 am, and by 8:00 am. Students will pass through a uniform check station, monitored by a building level leader to ensure he/she is in full uniform. Students will then proceed into the cafeteria for breakfast. As breakfast is being served, students have the opportunity to read, study and/or engage in conversation with a classmate.

At 8:00 am, breakfast is over and the group is welcomed by a morning message given by the Principal or the Assistant Principal of the school. The message sets the tone for the day, extends relationships outside of the classroom and helps to create a healthy student culture. Students are then escorted by their teachers to homeroom in preparation for the workday.

During first block (55 minutes) Kindergarten through Fifth grade students will have reading in their self-contained classrooms. Middle school students will have 75 minutes of Reading, Math or Science. All classes will begin with a "PSBV Moment", move into an engaging Lesson Opener and progress through until the Exit Slip. Students will be expected to work hard and showcase a "a culture of learning" mentality when approaching their work.

Throughout the day, students will have instruction in core content areas (Reading, Writing, Math, Social Studies, and Science). On specific days, handwriting will be taught. Once to twice a week and twice a day, either in the morning or afternoon, students have the opportunity to engage in two instructional activities they enjoy: 1) going to the computer or technology lab and/or 2) going

---

<sup>17</sup> Adapted from I CAN Schools – [www.icanschools.org/typical-day-for-a-k-8-school](http://www.icanschools.org/typical-day-for-a-k-8-school)

to Physical Education/Health, (Foreign Language: maybe Spanish), Art, and/or Music. During these blocks of time, numerous and varied cooperative and project-based learning occurs.

By midday, the students go to lunch and have another opportunity to engage in conversation with friends and classmates. At lunch, many students take advantage of eating with a friend, exchanging cordials, and/or getting tutored by a peer. As in the morning, the principal addresses the group for their afternoon message. The message usually focuses on observations made in the morning hours and/or reinforcement strategies for their academic/behavior performance in the afternoon.

At two very strategic points in the morning and afternoon, instruction briefly stops so the teacher can implement PSBV Moment. This usually takes about 5 minutes and serves as an opportunity to celebrate the behaviors (good, not so good, and/or indifferent) of the students. Songs, poems and quick jingles are used to engage the students and to intrinsically motivate them to WANT to make good/better decisions. During PSBV Moment, students see the correlation between making right decisions and their individual code of conduct while in school.

**(f) Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur, and how will they be funded?**

GLA-STEM will become an anchor member of the Memphis Community Parenting Council (MCPC) whose mission is a network of media-based popular culture activities, products, and services to promote character development at the community level in concert with the parent level. MCPC is a local chapter of the National Community Parenting Council. The NCPC slogan is PSBV (Positive Social Behavior is Victory).

**(g) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participant, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs of these programs?**

GLA-STEM will conduct an after-school program for at-risk students who are underperforming in reading and language arts. The program will be conducted from October through April. Approximately 10 to 15 students will be targeted. Students will rotate through the program on an as need basis. The school will contract with reading consultants, and the facilitator will be a GLA-STEM instructor. The program will meet three time per week from 4:00 pm to 5:00 pm.

## 1.9 Special Populations and At-Risk Students

**(a) Provide a detailed, comprehensive plan on how the school will serve students with special needs, including but not limited to those students with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out.**

GLA-STEM is committed to the notion of providing wholesome supportive learning for all of its students. To this extent, at the beginning of the school year students with special needs will be identified including but not limited to: students with federally recognized disabilities (Students with Disabilities-SWD), students with section 504 plan, students at-risk of dropping out, English Language Learners, and Intellectually gifted persons. Plan components include: methods to identify students with special needs in each group or category, methods to minimize mis-identification, instructional strategies, and evaluation strategies and techniques. Special populations and at-risk students will be expected to subject master content and competencies as described in the school's academic plan, and provisions in the plan will ensure achievement appropriate for the students' individual needs. GLA-STEM special needs services comprehensive plan to remove all barriers for enrollment, attendance, and success in school.

In addition to in school instructions, GLA-STEM also will provide afterschool tutorials for any student in need of additional academic support. GLA-STEM will recruit and hire competent teachers and provide professional development to meet the needs of all students. GLA-STEM will collaborate with local and statewide community organizations (higher education institutions, and other private and public institutions) to provide all students with experiences and programs that suit their needs so that they develop to their fullest potential. GLA-STEM students will also have the opportunity to participate in competitions organized within the school, district-wide, statewide and nationwide.

### *Students with Disabilities*

Teachers will be responsible for ongoing classroom observations and for identifying students who may, for academic or non-academic concerns, need special education services. Pursuant to the IDEA act, GLA-STEM will hire one highly qualified special education instructor in year one and two in years two through five. GLA-STEM emphasizes the critical role of parents in the education of their student. Both parents and teachers will be engaged in conversations about the needs of at-risk students. When a teacher, parent, or the school principal believes that regular education classroom accommodations are insufficient to address the identified academic or non-academic concern, a referral will be made to special education.

GLA-STEM will utilize an Instructional Support Team (IST) that includes the exceptional child's teacher, a special education teacher, the school counselor, and principal to review pertinent student information to make recommendations for students exhibiting a need for special considerations. The IST will make use of teacher observations, teacher assessments, standardized test scores and parent interviews to formulate recommendations for the student. The recommendations could involve special strategies for assisting the student in the classroom or a request for a formal evaluation for special education. If a determination is made to proceed with an evaluation, an IEP (Individual Education Plan) will be initiated, and the process will advance to a formal assessment.

**Assessment and Monitoring (IEP).** As a part of the formal assessment and monitoring process, the procedural notice required will: (1) ensure compliance with all content requirements established by federal law and state law; (2) seek required parent consent for a special education evaluation to occur; and (3) provide an opportunity for the parents to raise questions, offer

concerns or to provide additional information regarding the identified referral concerns. As per law, parents will be afforded the right to be active participants in all meetings that involve the identification, evaluation, IEP development, and educational placement of the student, and they will be notified at least five school days before the IEP team meeting. The school will make reasonable efforts to make IEP meetings convenient for parents and school staff alike. When evaluations are completed, the school team and the parents/guardians will meet to discuss the results of evaluations and to determine if a student is eligible for special services. Assuming a student is identified as meeting special education classification criteria through the evaluation process, the IEP team will develop an IEP.

Before a child receives special education and related services for the first time, a full and individual initial evaluation of the child will be conducted to see if he or she has a disability and is eligible for the services. Professionals trained to administer education evaluations will assess the specific area(s) of need for students and develop the proper reports or evaluation, and no evaluations will be done without parental consent. Additionally, a team of individuals with the expertise for understanding the meaning of the student's evaluation, relevant staff members who are familiar with the student, and a parent or guardian of the student will engage in the placement decisions when needed.

The following criteria will be relied on in the assessment of a student's specific learning disabilities and in determining his or her eligibility for special education:

- That achievement is determined not to be commensurate with the age and ability of the student;
- A severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, mathematics calculation and reasoning;
- The severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

**Records and Confidentiality.** Records of students with disabilities and 504

Accommodation plans will be properly managed. Records for students with disabilities and 504 accommodations will be updated monthly. Special accommodations will be inserted into the folder as needed. As accommodations are met, assessments will be given and evaluated. The following is a list of guidelines for record management.

*a. When Requesting Records* from previous schools GLA-STEM will send a letter of request for student records to the student's previous school or to the Exceptional Children's department. This request will ask for all psychological testing and results and any other pertinent information that will be meaningful to understanding the student's exceptionality.

*b. Record Confidentiality (on site)* GLA-STEM will file and keep all exceptional children records' in a locked, secure cabinet in a location near the main office. The keys to the record cabinet will be kept in the Principal's office. GLA-STEM staff will need to see the counselor to review or check out student folders. All student folders are to be returned to the locked cabinet before the end of the school day.

*c. Record Compliance (on site)* The records may contain: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans,

honors and activities, discipline data, objective counselor or teacher ratings, and observations and external agency reports. GLA-STEM will file and keep all exceptional children records in a locked secure cabinet in a location near the main office. The keys to the record cabinet will be kept in the Principal's office. GLA-STEM staff will need to see the counselor to review or check out student folders. All student folders are to be returned to the locked cabinet before the end of the day.

**Instructional Strategies.** As a primary instructional model, GLA-STEM will utilize the Inclusion model for students with disabilities. Inclusion is an educational practice in which children with disabilities are educated in classrooms with children without disabilities. Inclusion permits students with special needs to be integrated in the general education setting for as much of the day as possible, with the supports they need to be successful.

STEM will address unique needs, with full compliance with state and federal regulations for special student populations. The Least Restrictive Environment (LRE) classroom paradigm will always be used when appropriate and will be the default mode. GLA-STEM will use pull out from the classroom for more intensive support recommended by the special education team. However, the school's emphasis is upon the exceptional children (EC) staff (comprising both special education teachers and all related service providers) working within the regular classroom and engaging the family support structure of each student to provide out-of-school follow through.

Special education staff and general education teachers are partners who collaborate to design, implement, and assess effective strategies that best meet the needs of all students. The special education staff will train all general education teachers in identifying and implementing instructional strategies for special needs students, as well as typical learners. These teaching teams will also have regularly scheduled common planning sessions to provide ongoing support for students needing modifications. Family members and upper grades peer mentors, who are identified as especially skilled at working with special needs populations, also will be able to receive education and training, and are valued as important components of a high-functioning team. The GLA-STEM inclusive approach, which includes tailored and personalized instruction, modifying curriculum and instruction to best suit students' varied intelligences, tutoring, mentoring, and core group. GLA-STEM will provide counseling in an effort of reducing the number of problems that atypical learners might encounter in a more traditional learning environment.

Educational programs, strategies and continuum of services for students with disabilities at GLA-STEM School will include the following:

- an instructional program that incorporates a range of curricula offerings and a variety of instructional strategies, both within a context of system standards and assessments;
- a trained and culturally/linguistically diverse teacher and support staff population for whom needed professional development and supports are provided;
- student empowerment programs, including peer learning programs, active learning opportunities for students and student-to-student support activities;
- collaboration among school staff and with community members to serve all students in the school;
- family and community involvement; or supports that are portable across school settings;
- effective access to community and agency services, both to serve students and to support school staff;
- school-wide approach to behavioral issues; a regular system of assessment with accountability that defines success by the learning of each student within the school;



- a system of transitional services to support students as they move to new settings within the school; and
- a system of supports based on functional assessment/intervention that addresses student needs in the general education and special education setting.

**School Climate.** School climate is the overriding factor in providing assistance to students that are not performing at expected levels. A combination of strategies will be used to address performance and social behavior. Disabled students will be mainstreamed into general classrooms. GLA-STEM will ascertain that each disabled student will receive support free of charge as is provided to non-disabled students. GLA-STEM will also provide access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible. The facility will be adapted to meet the physical needs of disabled students. As with all of its students, GLA-STEM will encourage the involvement of the parents and will provide the parents with support in finding services and events that will further improve their student's academic and social skills. GLA-STEM will use many of the same strategies that are used with the general school population to create a successful learning environment for the disabled students.

#### *At Risk Students*

GLA-STEM will identify at-risk students using a variety of evaluation tools to include diagnostic tests, previous skill assessments, checklists, rubrics, teacher and parent concerns and recommendations. Performance levels will be identified and a personal education plan will be developed based on the accessed data. A referral may also be made to the school's Intervention Support Team (IST) if necessary. To meet the needs of at-risk students, GLA-STEM will provide:

- Teaching and re-teaching of Individualized tutoring
- Guided instructions
- Study Island (reading skills program)
- Web based multimedia instructional program
- Group tutoring
- Peer tutoring

#### *English Language Learners*

GLA-STEM will use the WIDA-ACCESS Placement Test (W-APT) for kindergartners and WIDA Online Screening for grades 1-12 which are both English language proficiency tests to identify and place English language learners (ELL). This test will assess students in listening, speaking, reading, and writing. Once a student is identified, GLA-STEM staff will prepare a language acquisition plan for the student. Identified students will be pulled from their content classes and placed into their English as a Second Language (ESL) class based on their English language proficiency level. The length of these students' instruction will also depend on their level of English language proficiency.

To address the needs of the English language learners, GLA-STEM will organize its classes into five possible language proficiency levels: Level I (Entering), Level II (Beginning), Level III (Developing), Level IV (Expanding), Level V (Bridging). This will allow the curriculum in the ESL classes to address the specific language needs for students at each level of language proficiency.

If eligible, ESL students will receive testing accommodations which will include extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. GLA-STEM will provide an environment that will continue to enhance the students' English language and enable them to acquire the necessary skills to be successful for life.

### *Academically Gifted*

Students may be identified for extra services as academically gifted (AG) at any grade level. The process involves using the Cognitive Abilities Test (COGAT), on-going assessments including achievement tests, teacher made assessments, and teacher observations. GLA-STEM will utilize the following protocol (adapted from that used by the Shelby County School System) for identification of Academically Gifted students:

Referrals may be initiated in several ways:

1. Written referral by parent.
2. Referral by teacher.
3. School-wide norm referenced testing of all grade 3 students.

At the third grade level, the effort will be made to search out and identify students who qualify for academically gifted services. Students who score at or above the 90th percentile on the Tennessee Test of Basic Skills will be considered.

- Achievement score of 85<sup>th</sup> Percentile and above in math and/or reading
- Aptitude score of 85<sup>th</sup> percentile and above
- Teacher checklist of 3 out of 5 categories of 60<sup>th</sup> percentile

Identified academically gifted students will be provided with instructions that will fit their needs and facilitate their growth in the area which they are gifted. Teachers will provide enriched, advanced and challenging instructions for subject acceleration and follow a differentiated curriculum. Critical thinking exercises also are important to meet the needs of the gifted child. Forms of Modification Strategies for Gifted Students are described below.

**Hobby.** Activities such as reading, creative writing, sport, computer games, chess, music, dance, foreign languages, and art give an extra intellectual challenge outside of school hours. This is one of the ways that we will assist and train parents to provide additional activities such as reading and STEM based activities at home and in the community.

**Enrichment.** On the primary school level, students spend all class time with their peers, but receive extra material to challenge them. Enrichment may be as simple as a modified assignment provided by the regular classroom teacher, or it might include formal programs such as Odyssey of the Mind, Destination Imagination or academic competitions such as Brain Bowl, Future Problem Solving, Science Olympiad, National History Day, Science Fairs, or Spelling Bees. This work is done in addition to, and not instead of, any regular schoolwork assigned. GLA-STEM will assist parents in finding activities that will enhance a gifted student's hunger for learning.

The regular school material is compacted by pre-testing the student to establish which skills and content have already been mastered. Pre-tests can be presented on a daily basis (pupils doing the most difficult items on a worksheet first and skipping the rest if they are performed correctly), or before a week or longer unit of instructional time. When a student demonstrates an appropriate level of proficiency, further repetitive practice can be safely skipped, thus reducing boredom and freeing up time for the student to work on more challenging material. This is a learning moment

where the classroom teacher can provide a hands-on project to enhance and bring to life the paper skills and contents.

**Self-pacing.** Self-pacing methods such as flexible grouping practice to allow children to advance at their own pace. Self-pacing can be beneficial for all children and is not targeted specifically at those identified as gifted or talented, but it can allow children to learn at a highly accelerated rate. Directed Studies are usually based on self-pacing

**Acceleration.** A low-cost option from the perspective of the school is the accelerated approach. This approach presents gifted children academic material from established curricula that are commensurate with their ability and preparedness. The use of this approach may result in a small number of children taking advanced classes (ex. a 3rd grade student taking a 4th grade math course). However, acceleration is beneficial both academically and socially.

**Pull-Out.** Gifted students are pulled out of a heterogeneous classroom for at least ninety minutes of academic educational challenges. The material contains extensions and enrichment to the core curriculum. The pull-out programs include an assortment of critical thinking drills, creative exercises, and subjects typically not introduced in standard curriculums. Students are encouraged to apply these empirical reasoning skills to every aspect of their education both in and outside of class.

**Cluster Grouping.** Cluster grouping is the gathering of four to six gifted and talented and/or high achieving students in a single classroom for the entire school day. Teachers will receive specialized training through staff development in differentiating for gifted learners. Within a cluster group, instruction may include enrichment and extensions, higher-order thinking skills, pre-testing and differentiation, compacting, an accelerated pace, and more complexity in content.

The academically gifted teacher will monitor the progress and success of the gifted students by test results from quarterly benchmarks, continuous teacher made assessments, teacher observations, and EOG tests. Teachers along with parents will prepare a personal education plan for each student. Teachers and parents will meet quarterly to discuss the personal education plan and/or make adjustments.

**(b) Describe the extent to which one or more of the founding school team members (founding board, instructional leader, etc.) has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre- opening plan to prepare for special populations.**

The LeFlore Foundation Board member, W. Earl LeFlore, Sr. Mr. LeFlore has been an educator in west Tennessee public schools for nearly 28 years. During his tenure, he has held multiple positions, including classroom instructor, football coach, and principal, each one directly exposing him to special education students. As such he is keenly aware of the needs of these students and school systems' methods for identification, interventions, responses, and evaluation of the special needs and achievements of this student population. As the Principal of East Junior High School in Somerville, Tennessee in Fayette County, Mr. LeFlore was directly responsible for the school's special needs program including instructions, testing, promotion/retention and schools' reporting requirements to the State Department of Education. As the Assistant principal of Brighton High school in Brighton, Tennessee in Tipton County, LeFlore provided assistance to the school's testing coordinator, helping to administer testing of special needs students, as well as interact with school psychologist consultants regarding IEPs.

**(c) Describe the school's plans to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan, and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.**

GLA-STEM is proposing to hire special education instructors to provide services for special needs students. These individuals will have the responsibility to plan the instructional methods and the supportive services to insure these students will have a fulfilling and positive learning experience at GLA-STEM. Based on the projected student population, in year five GLA will have 105 special education students (Table 2: 13% of the total enrollment of 800 students). The staffing goal will be to maintain a ratio of 1 SPED instructor per 20 students K-5 and one instructor per 25 students grades 6-8. One instructor will be hired in year 1, two in year 2, three in year 3, and 4 in years 4 and 5. In year two, one instructor will serve as the SPED Coordinator.

Some students with disabilities will remain in the special education classes and will not be mainstreamed. Gifted, ELL, and at-risk students and some students with disabilities will be mainstreamed into general education classes. At regularly scheduled times during the week these students will be pulled out of their classes for individualized sessions with special education teachers and other activities. During these periods and when special education teachers are otherwise engaged, teaching assistants will have management responsibility for the students that are permanently placed in special classrooms and are not mainstreamed.

At a minimum, special education teachers will have B.S degree in Special Education and certification recognized by the Tennessee Department of Education. Additionally, general instruction teachers will be cognizant of students with IEPs, and, where possible, will adapt mainstream classroom activities to fit individual student needs.

**(d) Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.**

How GLA-STEM will utilize and evaluate data to inform instruction and evaluate the progress of special need students is rooted in why there is a need to test. Extracted from an article in Online, an online education publication by Ann Bauer and Glenda Myree Brown<sup>18</sup> following is a list of why testing is done and subsequently how the data acquired is used:

- It is important for students to have to articulate about classwork and how it applies to their life; then, when the rubber hits the road, they can do it. (Sister Kristin Matthes, religion teacher)
- There are things students need to know, principles of which they must be aware; some things are not opinion but are reality. (Kathy Heekin)
- Frequent assessment provides students with ways to accumulate points as a basis of grades; quizzes aren't so much a measure of what they've mastered, but a measure of whether they're with me. (Christine Bredestege, math teacher)
- Students need to keep track of their learning and show how they've learned and changed. They should use their knowledge to produce something- (Jason Haap)
- Students need to reflect on their learning and classroom activities. (Margaret Jenkins, consumer and family science teacher)

---

<sup>18</sup> <http://www.ldonline.org/article/6016>

- Testing is a learning experience for students - a way to help them think about and organize information. (Karen Willig, language arts and resource teacher)
- Testing is my way of knowing where the students are; it also gives them closure - a review of what we've done. (Cliff Pope, religion teacher)

The overriding purpose for all assessment is to gather information to facilitate decision making (Witt, Elliott, Kramer, & Gresham, 1998). These may be global decisions, such as how well the student does compared with the rest of his or her class, or local decisions, such as the material that the individual student has mastered and the material that he or she needs to review. Utilizing assessment as a tool for intervention, data will be used by GLA-STEM special needs teachers to identify changes that are needed in behaviors or environments and to decide how to accomplish the goals of the needed changes.

Cullen and Pratt (1992) suggested that in inclusive environments, assessment can help determine if objectives were achieved and assist in the development and implementation of individualized education programs (IEPs). In addition, through evaluation, GLA-STEM teachers will utilize data from assessments to determine the direction of future instruction and develop a basis for extra help where needed.

**(e) Describe the following related to special education:**

- **Methods for identifying students with special needs and avoiding misidentification**

GLA-STEM will follow the recommendations of the State of Tennessee and Shelby County Schools to assess students' needs for Special Education, including early identification and early intervention through RtI and several other evaluative processes to ensure students get the assistance they need. Assessment in Special Education involves evaluation requirements/guidelines for eligibility to receive services and information regarding participation of students with disabilities in the Tennessee Comprehensive Assessment Program (TCAP). State requirements and guidelines to which the GLA-STEM will adhere are described at

- **How the school will handle over-identification of special education needs**

The GLA-STEM first tactic to avoid over-identification is to thoroughly assess students upon enrollment. Based on the percentage of Cordova grade schoolers in public schools who receive services, approximately 13% of the students GLA-STEM are expected to receive special education services. GLA-STEM realizes the potentially serious and long-term effects on students through over-identification. We fulfill our responsibility to not over-identify students as needing special education services by conscientiously and consistently addressing these issues that may be done at the school level, especially closely monitoring progress data, ensuring that our curriculum framework has a good scope and sequence so that struggling students don't risk falling behind, keeping our professional development tailored to at-risk and students with special needs, and intervening immediately when teachers report signs of students needing additional help. The school's discipline program is based on understanding that discipline problems may not be based on the need for special education, but something that is happening socially at school or at home. GLA-STEM will interview students who have a higher than average number of disciplinary actions to assess if they need special ed. services or if another type of support would be more appropriate.

- **Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students**

GLA-STEM will contract with a qualified and experienced school psychologist to conduct evaluations as needed. If the completed diagnostic shows that the student is eligible for special services or support, an IEP, an ELL plan, a 504-student services plan, may be developed through collaboration with the student and family led by our special education coordinator or Director of Curriculum & Instructions in conjunction with our contracted service provider. We will provide parents with a copy of the Tennessee Department of Education's Individuals with Disabilities Education Act Notice of Procedural Safeguards. GLA-STEM will support Special Education through the school Principal, who has oversight of school based special education instructors and aides and through the arrangements of other support services.

- **Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation.**

The GLA will academically support the educational needs of all students, including those with IEPs, students with Section 504 plans, English language learner (EL) students, and students identified as intellectually gifted who may need academic acceleration. The GLA will follow Shelby County School District protocols to provide additional support to students and identify those who may be in need of special services. These protocols are based on monitoring student performance and response to intervention (RtI).

To ensure collaboration between general education teachers and the special education teacher, regularly scheduled co-planning meetings are built into the school schedule, special education teachers work collaboratively with general education teachers of the students they support to provide classroom and instructional adaptations, identify and explain students' learning styles and suggest differentiation strategies for instruction. Co-planning and appropriate instructional accommodations and modifications of class work, class projects, assessments and homework are ongoing. Parents will receive progress reports at the end of each six-week block. The special education teacher will be available to parents to address academic and social adaptation issues.

- **Plans for promoting graduation for students with special needs (high school only).**  
This inquiry is NOT APPLICABLE. GLA-STEM is a K-8 school.

**(f) Describe the following related to English learners (EL) in accordance with state board policy 3.207:**

- **Methods for identifying EL students and avoiding misidentification**

Multiple concerns exist about over-identifying ELLs, which results in ELLs who do not have underlying learning needs being placed in special education programs. ELLs are also sometimes under-identified. That is, ELLs who require special education support are not provided with it because their learning difficulties are attributed to their ELL status. Both misidentifications can be detrimental to the future academic achievement of the student. ELLs also may be over-identified as needing special education support because of the similarities between behaviors and characteristics of students with Learning Disabilities (LDs) and ELLs. Both students with LDs and ELLs may demonstrate poor listening or reading comprehension, difficulty following directions,

errors in grammar and syntax, difficulty in task completion, poor self-esteem, poor oral skills, and low motivation. The root causes of these issues are different but the presentation may be similar. To avoid misidentification GLA-STEM will employ the following process to screen ELLs that exhibit difficulties in processing information or achievement of course competencies:

*Initial ESL assessment and appropriate ESL/ELD instruction (described in section 1.7(a) of this application) • On-going assessment and progress monitoring • Student not progressing as expected, conduct gap and error analysis, complete other assessments to determine missing skills • Bring student's case to In-School Team to discuss concerns and determine next steps • Provide intervention. Conduct on-going assessments. Adjust program as needed • If there is no improvement or there is other evidence that student requires special education support, formalize support through In- or Out-of-School Support Team. Put IEP in place. • If progress not being made with special education interventions, bring to Out-of-School Support Team to discuss possible psychological/ psychoeducational assessment.*

Classroom assessments to identify deficits and inform programming can include classroom work samples, general class assessments (such as the Developmental Reading Assessment), informal assessment and observation, running records, educational assessment and diagnostic assessments. Table 19 is a list of Literacy skills to be measured and related assessment tools the same early reading screening assessments (i.e., that assess phonological skills, word reading, letter and sound recognition) used with monolingual students can be used with ELLs. These assessments need to be interpreted using other information about the student.

Table 19: Sample Assessment Tools and Interventions for ELL Students	
Literacy Skill	Assessment Tools
Phonological Skills	DIBELS; Roswell-Chall Auditory Blending Test; Yopp-Singer Test of Phoneme Segmentation; Test of Auditory Analysis Skills; informal phonological segmentation, matching and blending tasks; identifying rhymes in songs; using "Pig Latin"
Word Reading Skills	DRA, DIBELS, Dolch word lists, reading words out of context with accuracy, being able to sound out unfamiliar words, being able to sound out non or pseudowords, first language assessment
Spelling	Kottmeyer Diagnostic Spelling Test, Gentry Developmental Spelling Test, Wechsler Fundamentals, assessment of student performance in spelling of simple and complex words
Vocabulary	observation, analysis of reading and/or writing, asking students to provide opposites or synonyms of common words, first language assessment
Syntactic (Grammar) Skills	Error analysis of writing or reading, sentence repetition, sentence correction, paraphrasing sentences, first language assessment, or parents can provide information about first language skills
Reading Comprehension	DRA, Flynt-Cooter, CASI, informal assessment, observation, asking student to orally give a summary after reading
Writing	writing samples, comparison with peers' writing, analysis of types of errors in writing

- **Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for**

**these students.**

ELLs may have difficulties in several areas including: receptive and expressive oral language, vocabulary, morphosyntax, grammar, word reading, text reading fluency, and/or reading comprehension. As part of the assessment, for example, it is important to determine whether the student is struggling with reading because of word level difficulties such as decoding and spelling, or if they are struggling because of problems with comprehension of factual or inferential aspects of text comprehension. Decisions about an appropriate intervention would depend on an accurate assessment of why the student is struggling with reading.<sup>19</sup>

Targeted instruction should begin as soon as the deficits are identified. Although there is less research on interventions for ELLs with learning difficulties, studies indicate that ELLs benefit from the same types of instruction as struggling monolingual readers. Literacy intervention can be provided by the regular classroom teacher, ESL/ELD teacher, and/or a special education teacher. A student can receive ESL/ELD programming and more general literacy interventions or special education at the same time. Instruction should be informed by teacher assessment, which provides a baseline or starting point for instruction and also identifies weaker areas that require intensive instruction. Depending on the outcome of the assessment, GLA-STEM will choose from among several interventions and instructional strategies and practices that have been adopted from a related publication on this issue (Louise Spear-Swerling, *Learning Disabilities in English Language Learners*).

*These interventions include explicit phonemic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assisted learning. The extent to which this instruction should happen in the native language initially, if feasible, is still a matter of debate. ELLs with LDs also have some specific instructional requirements related to their status as English language learners, such as needing an emphasis on English vocabulary development and the use of sheltered English techniques to aid English comprehension. Examples of sheltered English techniques are the use of visual aids, such as props, pictures, gestures, and facial expressions, to help convey meaning; encouraging children to expand and elaborate their responses to help develop oral expression abilities; and structuring oral input based on the level of understanding that children have.<sup>20</sup>*

- **Plans for enduring individual learning plans (ILPs) are maintained and addressed**
- **Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services**

On-going assessment by the teacher is important to monitor progress, and to adjust instruction as needed. Assessments of ELLs students will be conducted as appropriate based on the student's progress. Based on the deficit identified, similar instruments and interventions initially used to identify ELL students, described in Table 16 above, will be used intermittently to evaluate students' progress. The most popular are: DIBELS When a student is no longer in the school's ELL services interim, benchmark, and end-of grade or end-of-year assessments will be the same as for other students.

**(g) Describe the following related to at-risk students:**

---

<sup>19</sup> <http://www.ctserc.org/assets/documents/initiatives/specific-learning-disabilities-dyslexia/archive/ELLs-with-special-needs.pdf>

<sup>20</sup> [http://www.lonline.org/spearswerling/Learning\\_Disabilities\\_in\\_English\\_Language\\_Learners](http://www.lonline.org/spearswerling/Learning_Disabilities_in_English_Language_Learners)



- **Methods for identifying at-risk students through academic and behavioral processes**

GLA-STEM will follow Shelby County Schools' and other documented protocols to identify at-risk students. Indicators at the school level that a student may be at risk of disengaging from school include: erratic or no attendance; low literacy or numeracy/poor attainment; lack of interest in school and/or stated intention to leave; negative interactions with peers; behavioral issues including aggression, violence, or social withdrawal; or significant change in behavior, attitude or performance. GLA-STEM will draw on a range of data and tools to identify students that are at risk of disengagement. These may include: information on family background, educational history and personal issues collected at the time of enrolment; attendance data; educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent); and reports from classroom teachers on learning and behavioral issues.

- **How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

As its primary intervention for at-risk students, GLA-STEM has elected to adopt the three-tier RtI Model described in an article by Emerson Dickman (RtI and Reading: Response to Intervention in a Nutshell) published in Reading Rockets<sup>21</sup> and defined as:

**Tier 1 (general education):** All children start in Tier 1, which consists of a research-based core curriculum. All children are screened at this Tier to determine if they are responding appropriately to instruction **before** they experience any significant failure in comparison to their peers.

**Tier 2 (early intervening services):** Tier 2 consists of increasing the time and intensity of the child's exposure to the core curriculum for children who do not appear to be responding appropriately to Tier 1 instruction. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

**Tier 3 (intensive intervention):** Tier 3 includes many children who have been found eligible for special education and related services, and some who have not. Special education eligibility may allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

**(h) Describe the following related to gifted students:**

- **Methods for identifying and meeting the needs of intellectually gifted students**

Identification of gifted and talented students at GLA-STEM will occur as an ongoing process extending from school entry through eighth grade. To ensure that students from the full range of background and talents are identified, a variety of indicators of talent and ability will be considered. No one indicator (such as, test score or teacher recommendation) will be sufficient to

---

<sup>21</sup> <http://www.readingrockets.org/article/rti-and-reading-response-intervention-nutshell>

exclude a child from needed services. On the other hand, one indicator will be sufficient for further consideration of an educational review to determine whether a student has high-ability. GLA-STEM will develop a needs assessment, giving teachers and staff the means to gather information about the instructional needs of students. Information about community attitudes and teacher skills may also be gathered before planning is done. High-ability instructional services and staff training will relate to the needs of the target population. Teachers, counselors, and administrators will need to understand that high-ability learners are affected by the same developmental factors as their classmates; however, because of their unusual abilities, they may encounter social and emotional issues not faced by other students.

- **Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities**

Once identified as academically gifted, GLA-STEM will provide an enrichment class for at least 90 minutes per week in the student's area of eligibility. Critical thinking exercises are important to meet the needs of the gifted child. Students who are academically gifted also will need support to achieve their potential. Research-based instructional programs for Gifted Students include: hobbies; enrichment; self-pacing; acceleration; pull-out; and cluster grouping. On its website, the National Association for Gifted Students stated "Separate studies conducted during the last few decades have demonstrated both the need for and the benefits of gifted education programs. Of special interest are the documented benefits that occur for all children when gifted education strategies and programs are extended to other students, as well. Simply stated . . . Gifted education works!"<sup>22</sup>

- **Plans for monitoring and evaluating the progress and success of intellectually gifted students**

The academically gifted teacher (selected from among the school's general instruction teachers) will monitor the progress and success of the gifted students by test results from quarterly benchmarks, continuous teacher made assessments, teacher observations, and EOG tests. Many behaviors can be assessed, not just intelligence, for example: creativity; personality; attitudes/interests; achievement; general and specific academic skill (e.g., language, mathematics, visual/performing arts); interpersonal and leadership skills; and adaptive behaviors (e.g., problem solving). along with parents will prepare a personal education plan for each student. Teachers and parents will meet quarterly to discuss the personal education plan and/or make adjustments.

---

<sup>22</sup> <https://www.nagc.org/resources-publications/gifted-education-practices>

## **1.10 School Culture and Discipline**

**(a) Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.**

The GLA-STEM Student Handbook has been included as Attachment B. Presently, GLA-STEM will adopt in whole or in part the policies of Shelby County Schools. Developers have plans to further refine the document during the school Start-Up period when it can have the benefit of input from key school employees and parents.

**(b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school’s mission, goals, and objectives.**

GLA-STEM will promote a positive culture and atmosphere in every aspect of school life. The school’s culture of learning and the promotion of positive social behavior (PSBV) will consistently be reinforced through a series of proven practices and school-wide systems. Teachers and school administrators will reiterate the expectations around adherence to school-wide cultural norms daily during classes, morning huddles among small clusters of teachers, and school-wide weekly meetings.

The leadership team and staff of GLA-STEM will create a STEM-guided, high-achieving, college focused culture in which students will embrace the idea of college, grasp the value of positive community interactions, and internalize habits of scholarship. The school’s mentality will be that of “no excuses”. From academics to extracurricular activities, all aspects of the school will be permeated with the “Culture of learning”. The school will be a positive and safe environment in which learning and academic excellence is prioritized. Teachers and staff will be committed to promoting scholarship through clear and logical behavior management structures and character development. Families of GLA-STEM students will support the school by being engaged in their children’s education and the school community.

At GLA-STEM, faculty and staff will approach their work with a sense of urgency. The success of students is the school’s ultimate goal. Faculty and staff will have a “whatever-it-takes” attitude to ensure that students receive the supports they need to succeed. Students will be taught the foundational principles of the school and will be expected to uphold these core values both within the confines of the school and in their community:

- Students will adhere to the code of conduct, demonstrate respect and make good decisions;
- Students will take ownership of their academics and decision-making;
- Students will uphold positive, honest and professional behavior in their school life in, academic performance, interactions with faculty and peers, and during extracurricular activities;
- Students will have a vision of their future – of the possibilities that are available to them as a result of their academic diligence – and will use this vision to guide their choices;
- Students will commit to excellence and put forth the effort needed to complete tasks.

***Common Expectations and Strategies.*** Common classroom expectations and behavioral strategies will be in every classroom to provide students with consistency surrounding the code of conduct. GLA-STEM will celebrate and reward positive behavior, incentivizing students to make responsible choices. Incentives will be embedded in the school’s merit/demerit system detailed in the Discipline Code. The GLA-STEM Principal will have 25-minute weekly all-school community

meetings during which students who are exceeding behavioral/academic expectations will be recognized. These meetings will provide school leaders a forum in which to elaborate on the values of GLA-STEM and connect these to real-life situations, both in the Cordova community and in the world at large. Other ways the school celebrates student efforts and achievement will be through visual displays celebrating students that demonstrate these values: honor roll listings and advisory based competitions around merit/demerits, attendance and achievement.

**Character Development.** GLA-STEM believes the growing body of research which demonstrates that students' non- cognitive skills and character strengths (e.g., grit, self-control and ambition) are critical to students' long-term success. Accordingly, the school will teach character education that focuses on performance character, which consists of action-oriented values that support achievement and positive performance. GLA-STEM's disciplined culture focused on accountability and results will be built on its first priority, which is to establish a safe learning environment in a community that itself may not be safe. The city of Memphis is plagued by violence and poverty; the families and students served face significant challenges every day. GLA-STEM school culture is predictable, and based on clear day-to-day expectations. Assisted by a focus on school and community-based Positive Social Behavior is Victory (PSBV) activities, exemplary behaviors will be achieved by implementing a highly-structured school model, as well as establishing a code of academic and behavioral expectations that is system-wide and that sweats the details.

**New Student and Family Orientation.** Orientation to the GLA during the first year for grades K thru eighth will begin during the initial school enrollment process and include intensive student and family orientations, in addition to home visits and other community outreach efforts. In subsequent years, students and families entering the GLA will participate in a mandatory orientation before the new school year begins. During this orientation, students and families will learn about the school culture and review attendance requirement, grading policies and promotion requirements.

Students and their families will learn school-wide systems and procedures that bring necessary structure and order to students' academic lives. Through orientation and communication with families, GLA-STEM will ensure that all students and families understand our high expectations for student behavior and scholarship, and how these expectations are integral to our mission of college and career success for our students. The school will underscore how these expectations allow the school to build a culture of scholarship and achievement and allow students to focus on developing the academic and social skills they need. GLA-STEM will clearly communicate its unwavering commitment to upholding these expectations and supporting students in meeting them. After the first year, attendance at inductions and orientation events for all grades will be required. Small group or individual orientation sessions for students and families entering after the start of the year will be provided to ensure they are prepared to contribute to the school's culture and classrooms. This orientation will include shadowing a current student, as well as, teacher introduction and expectation meetings.

**(c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.**

Orientation to the GLA during the first year for grades K thru 8 will begin during the school induction process and include intensive student and family orientations, in addition to home visits and other community outreach efforts. In subsequent years, students and families entering the GLA will participate in a mandatory orientation before the new school year begins. During this

orientation, students and families will learn about the school culture and review attendance requirement, grading policies and promotion requirements.

**(d) Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.**

The foundation of the GLA-STEM school model is deliberately built and designed to assure the success of every student. All students will receive the individual attention and support they need to be successful, regardless of ability or disability. School developers anticipate that nearly 40% of the students will qualify to participate in the federal lunch program. This qualification alone determines 'at risk status' and triggers an academic plan for vulnerable students. Students with disabilities, ELL, and those designated with special education needs through assessments will have additional help from teachers, counselors, contracted counselor that specialize in assisting and supporting at-risk students. Advisory instructors, who stay with the same students in a cohort through grade school, become particularly advocates for each student. GLA-STEM students can benefit from being in a small school with small classes, where every adult knows every student, and every adult is dedicated to student success.

**(f) Provide the student discipline policy as Attachment C, if not already included in Attachment B of the school handbook.**

The School Discipline Policy is included as Attachment C.

**(e) Describe the philosophy for student discipline that supports your proposed school's model, including:**

- **Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior**

*Rituals.* GLA-STEM will provide structure for students with an emphasis on explicitly teaching and reinforcing school values through GLA-STEM courses, expectations, and school routines. Ritually, and daily, as described in the "Typical Day in the School", in the mornings and afternoons, students will engage in a "PSBV Moment". This is a moment of silence where thoughts of exercising discipline and positive behaviors are practiced by all of the students uniformly. Students grades K-5 will sing every morning, the "PSBV song, "I'm An A Student". Both as a practice of PSBV/Community Parenting and the "Culture of Learning", Ideally, students 2<sup>nd</sup> grade through junior high will be required to memorize and recite daily and uniformly the poem, *Desiderata* by Max Erhman. All students at every grade level will be required to read "Jonathan Livingston Seagull" by Richard Bach and "As a Man Thinketh" by James Allen and to participate in an annual school-wide forum on the merits of the thoughts of both narratives. Students should glean from these exercises, self-discipline, self-examination, and exploration and achievement (STEM reinforcement). Staff will benefit through the guidance of the performance of these rituals. Parents will be encouraged to participate in the rituals and to read the recommended books.

As the school reaches full enrollment, the GLA Assistant Principal will oversee student progress, ensuring that each student is abiding by the GLA's cultural and academic expectations, and intervening when a student is struggling. The school will have an in-school suspension program to ensure that students engage in meaningful reflection on their behavior during any removal from class. Additionally, GLA-STEM will provide students with more adult presence and supervision throughout the day.

School staff and teachers will be present in the mornings when students arrive, throughout the day at lunch and during school activities, in the halls during transitions between class, and during after-school programming. Students will have a clear understanding of behavioral expectations. Professional behavior will be modeled by teachers and staff, explained explicitly during student orientation, and reinforced through the discipline systems. By following the broken windows philosophy, smaller behavioral infractions will be immediately addressed to avoid larger and more severe discipline issues.

- **If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion**

These items are addressed in the GLA-STEM Discipline Policy (**ATTACHMENT C**)

- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings**

At GLA-STEM aggressive strategies will be pursued to protect the rights of students with disabilities in disciplinary actions and provisions. Some of these strategies include:

- Look for a relationship between an inadequate IEP or Behavior Intervention Plan (BIP) and the child's behavior. Could the behavior be a result of not following the IEP or BIP, or are the services provided inadequate to the child's needs?
- Make sure the MDR process is properly followed. Before an expulsion can take place, the manifestation hearing must conclude that the child's disability did not impair their ability to understand and control the behavior.
- If school had any knowledge of a potential disability or problem before the disciplined behavior occurred, the child can "stay-put" while testing is done.
- Schools are required to conduct an evaluation if they suspect a child may require special education services. This is part of their "Child Find" obligation. If progress is not being made with an evaluation at the school level, a parent should request an Independent Educational Evaluation (IEE).
- Depending on the nature of the child's disability, or additional social and environmental factors, a parent may consider enrolling his/her child in an alternative educational placement. However, public alternative placements are limited and students must be accepted into their programs.
- **A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level)**

In Year 1, the Principal will have the primary responsibility for carrying out school discipline policies. In the second year, The Assistant Principal will be directly responsible for carrying out the GLA-STEM discipline policies. Job responsibilities and qualifications for this administrative staff person are described below:

**GLA-STEM Assistant Principal: Essential Duties and Responsibilities**

*The following statements of duties, responsibilities, frequency, and percentages are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.*

<b>D</b>	<b>30%</b>	<b>Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting.</b>
	20%	Supervise all disciplinary activities and pronounce and administer appropriate punishments
<b>D</b>	10%	Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
<b>D</b>	8%	Create partnerships with parents and community.
<b>D</b>	20%	Supervise employees by assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues.
<b>W</b>	10%	Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions among teachers and staff and working with the Principal and District Coaches to plan professional development.
<b>W</b>	3%	Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
<b>W</b>	2%	Collaborate and develop master schedules and plan, schedule, and coordinate school projects.
<b>M</b>	2%	Attend and/or facilitate school's Instructional Support Team including monitoring interventions put in place to assist students with diverse needs.
<b>W</b>	2%	Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
<b>M</b>	1%	May supervise athletic events by attending events, monitoring student behavior, providing officials with necessary information.
<b>M</b>	1%	Attend Special Education staffing and IEP meetings as needed.
<b>Ongoing</b>	1%	Perform other duties as assigned.

**GLA-STEM Assistant Principal: Job Qualifications****EDUCATION AND TRAINING:**

**Master's degree in education plus additional coursework required for certification or licensure.**

**EXPERIENCE:**

**Over 2 years and up to and including 5 years of experience in classroom teaching.**

**SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:**

Advanced oral and written communication, interpersonal, public relations, instruction, curriculum, facilitation, management, decision making, computer and organizational skills. Strong understanding of teaching and learning. Knowledge of school law, school finance/budgets, conflict management and behavior management. Ability to work with students and parents with various backgrounds and abilities. Operating knowledge of and experience with personal computer, computer software and basic office equipment. Operating knowledge of student information system required within 2 months after hire. English language skills required. Oral and written fluency in second language may be preferred or required based on building assignment.

- **Discuss how students and parents will be informed of the school's discipline policy**

Students and parents will be informed of the GLA-STEM Discipline Policy at the time of enrollment. Additionally, the policy will be posted online on the school website and discussed at an all-school assembly program at the beginning of the school year. When, and if, violations occur provisions of the policy will be cited and discussed during the period and at the time of the specific infraction.

**(g) If you plan to adopt the local district or another school's policy, explain how this policy aligns with your mission, vision, and goals.**

GLA-STEM is considering adopting in whole or in parts the Shelby County School policies as they closely align with the direction and school of GLA-STEM. We believe the policies are well-thought out and would initially work well as GLA forms its own policies when its board and school management are in place.



## **1.11 Marketing, Recruitment, and Enrollment**

### **(a) Provide as Attachment D the School Enrollment Policy**

The GLA-STEM Enrollment Policy is included as Attachment D. At a minimum, the policy includes:

- Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);
- Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
- Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
- An explanation of the purpose of any pre-admission activities for students or parents; and
- Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

The school's Enrollment Policy also adheres to the requirement for the State, school districts, and schools to provide specialized programs for limited English proficient (LEP) students. (*Title VI of the Civil Rights Act of 1965 and Tennessee Code Annotated (T.C.A.) § 4-21-90.*) In its practices towards ESL students, GLA-STEM embraces the regulated ESL policy that has two purposes. First, it establishes the minimum required compliance components for ESL programs in Tennessee. Second, it provides a framework for implementing effective educational programs for ELs.

### **(b) Describe how parents and other members of the community will be informed about the school.**

The GLA-STEM Parent and Community Development Coordinator (PCDC) will develop a strategy, calendar, and materials for the school lottery application and enrollment/registration process to inform parent and community members about the new K-8 school as a choice for families in the school's pre-opening year. GLA-STEM will encourage families to enroll their grade and middle school-aged students in what is promising to be a holistic education experience in a "culture of learning" environment. Individuals involved in developing a public relations and community information plan include the proposed School Leader/Principal and Leadership staff, and members of the School's Governing Board of Directors.

GLA-STEM will work with local radio and television stations and other media outlets to acquire pro-bono/public service advertising. Posters and flyers promoting school features and enrollment procedures will be designed and distributed throughout the community in prominent places where by they can be seen by GLA-STEM target student population and parents.

Gentlemen and Ladies Leadership of Excellence Academy Charter School does not have a formal relationship with Gentlemen and Ladies Academy, Inc. (GLAI), except through proposed colocation of the school at GLAI and related missions and goals. Because the LeFlore Foundation is the founder for both institutions, a sister organization relationship exists, and notifications of the charter school will be made to parents of students at GLAI which is a very important point of information distribution. The leadership and members of the staff at GLAI will be able to answer basic questions about the charter school and to make referrals to GLA-STEM developers that can provide specific information about the school and detail about its services and the enrollment process. Over one hundred students attend GLAI before and after school programs, and over seventy-five parents pick up and drop off Cordova area students on a daily basis both during school and in the summer months.

In addition to direct communications at GLAI, the school will rely heavily on word-or-mouth communications among GLAI parents to the parents of their neighbors and friends, parishioners at local churches, announcements in local church bulletins and notices and posters at the Bert Ferguson Community Center - a site where large numbers of neighborhood children congregate and where parents are often contacted for parental involvement in the community center activities. Additionally, notifications will be distributed at social services agencies in the community frequented by parents from families that have special needs. Permissions will be sought to leave notifications at hospitals and health care facilities in the Cordova School Zone that provide services for medically indigent persons. A direct mailing will be sent to the homes of Cordova and Germantown households. Because the school's projected profile is 13% Hispanic all written notifications and public service announcements will be in both English and Spanish. When an office for the school is opened, a translation service will be accessible for non-English speaking callers. A GLA-STEM website which will contain information for parents about the school will be written in Spanish as well.

**(c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**

GLA-STEM is embarking on the infancy stages of the organization's provision of charter school services for families and students in Shelby County. To assure success in student enrollment goals, school planners have developed a blueprint for an aggressive plan to market and recruit students in the school pre-opening period. The plan is replete with strategies, activities, and events which are described in Table 18 below. The plan features a development period for the identification of specific marketing and recruitment activities; an application period; and an enrollment period that is inclusive of a lottery process in the event that applications exceed the number of slots available.

Among the more salient activities, a website will be created to provide access to additional information, through which visitors to the site may submit questions and feedback may be obtained. As previously stated, the marketing plan will rely heavily on word-or-mouth information to parents. Social media communications are expected to play a major role in this process. Direct communications will be made to guidance counselors at over-crowded schools in the Cordova School zone. The school's focus on both literacy and STEM through its promotion on a "culture of learning" is expected to generate interest from struggling, disinterested, and gifted students.

**Table 18: GLA-STEM Pre-Opening Marketing and Student Recruitment Plan**

Strategies	Activities	Events
1. Development of Marketing and Recruitment Plan <b>Timeline: April 2020</b>	1. Parent and Community Development Community Coordinator develops Plan in conjunction with School Leadership Team 2. Plan is approved by School Principal	

2. Formal Application Period <b>Timeline: April-August 2020</b> <b>Benchmark: 500 applications</b>	1. Public Notification of Charter School Opening and Calendar Including Enrollment Process 2. Website Posting 3. Applications accepted online and in person at temporary school staff location 4. Social Media Connections 5. Flyers, posters, roadside ads, in community 6. Referrals from Feeder Schools 7. Media/public service announcements 8. Outreach to parents at GLAI Child Care Center 8. Focus on literacy and STEM 9. City-wide presence at health fairs, community events 10. Notifications to local over-crowded schools. 11. Outreach to diversity population, economically disadvantaged families, disabled students, and English Language Learners, through: social services agencies: home visits; Head Start; churches; health centers	1. New STEM School Opening Announcement Forum <b>Timeline: June 2020</b> 2. School Fair: "Culture of Learning" on Literacy and STEM <b>Timeline: July 2020</b>
3. School Enrollment <b>Timeline: July - August 2020</b> <b>Benchmark: 360 students enrolled</b>	1. Applications accepted online 2. Applications accepted in temporary school office and in school location (after staff relocates to school) 3. If necessary, Lottery Team selected by school principal 4. Place, date, and time for lottery established.	3. School Lottery (If necessary) <b>Timeline: Early July 2020</b> 4. First Ten Students Selection Press Conference <b>Timeline: July 2020</b>

**(d) Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

As described in the application enrollment projections, students at GLA-STEM will be recruited from among a wide spectrum of students that are projected to be enrolled at the school. To this extent the plan will include outreach to families and students that are Economically Disadvantaged (40%), Students with Disabilities (13%), and English Language Learners (8%).

Outreach to these populations will be an on-going process. To ensure all students will have an equal opportunity to attend GLA, the school will partner with social services and health services agencies and other community-based organizations that serve the school's target population. Team members will conduct door-to-door outreach in housing developments and neighborhoods where economically disadvantaged families reside. GLA-STEM will have a focus of preparing grade school students for an academically rigorous middle school experience and on to high school and then onto admission to and graduation from college so they may develop careers in the field of their choice. Hispanics will likely be the largest ELL at GLA-STEM. But Like some of

the inner city areas in Memphis like Midtown or Mendenhall and Knight Arnold, the Cordova area does not have a distinct Hispanic community. To reach students in households that are non-English speaking, GLA-STEM staff, specifically the Parent and Community Development Coordinator, will contact known Hispanic community facilities, i.e. churches or the Latino Community Cultural Center, or Latino Memphis. Contacts will be made and assistance requested of members of this population to identify Hispanic students that reside in Cordova and Germantown.

The school's "culture of learning" will have a strong emphasis on literacy which will be solidly aimed at at-risk students whose vulnerabilities more often than not may be tied to economic disadvantage, disabilities, and non-English speaking families. The school also will inform potential families of its comprehensive support plan for student success, including highly qualified and caring teachers, a longer school day and year, wrap-around support for the entire family, education reform strategies, and the many other ways student success is facilitated. GLA-STEM will be marketed to families based on these amenities and other services.

The school's STEM focus is expected to have a major impact on the decision families will make to help prepare their children for careers in the 21<sup>st</sup> century. This aspect of the curriculum will be heavily touted to the entire Shelby County community. School developers and leaders will market information about the STEM program through local libraries, online descriptions, school STEM fairs, STEM school presence at community events, and personal notifications to guidance counselors and science and math teachers at area schools. GLA-STEM leaders and the lead STEM Instructor will coordinate with the private sector to provide STEM career role models, particularly for those from underrepresented populations.

**(e) What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.**

Formal presentations about GLA's mission and program will be made to locations in the Cordova School zone and the school's service area that include: Cordova neighborhood churches (Bellevue, Briawood, Mt.Piscah, Morning Grove, Trinity, and Morning Chapel Baptist churches, Hope Presbyterian, St. Frances of Assisi), Cordova Library, day care centers in Cordova and in Shelby County, and Cordova and Germantown civic groups (Cordova Community Council, Cordova Chamber of Commerce) and social services agencies. GLA charter school will target summer programs for students, faith-based institutions and programs, pre-schools, Shelby County Head Start/Porter Leath, child/day care facilities (Youth Villages), and health centers and hospitals that provide family and pediatric services (Christ Community Health Center).

**(e) Provide the following as Attachment E:**

- **Any documentation of pledged support from prospective partners**
- **Letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.**

The GLA-STEM Board of Directors and school developers have established excellent relationships with businesses and organizations in the Cordova Community. Owners and directors have expressed a robust response and pledged their support of the school's activities. The following list of Letters of Support is included as Attachment E:

- 1) Tashiona King
- 2) LaKeisha Purdy, SCS Special Education Consultant
- 3) Tina Pillow, Branch Manager, BancorpSouth
- 4) Danika Parris, Business Owner
- 5) Dr. Charles Stout, PE

**(f) Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.**

Although a formal survey was not conducted, a large number of parents whose children attend the GLA, Inc. Child Care Center, before and after school program repeatedly inquire about the possibility for a charter school to be established in the child care center. Parents whose children attend Cordova area schools have expressed their desires for a charter school to be established in Cordova that would be accessible to the pre-school and after-school program. According to parents, having the children in one place for the entire would be a tremendous asset. Additionally, parents like the idea of an alternative to a Shelby County

## **1.12 Community Involvement and Parent Engagement**

**(b) Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.**

GLA-STEM will utilize numerous communication strategies to ensure that parents have ongoing opportunities to interact positively with the school. School events will be posted on a monthly calendar that will be accessible through the school's website, as well as emailed to parents in advance. Parents will also receive reminders and explanations for key events in a school newsletter. automated calls, texting, and social media will be used to reach out to families. Parents will also be able to access school and student information and participate in student empowerment activities through the Memphis Community Parenting Council. GLA-STEM teachers and staff will communicate regularly with parents/guardians. Advisors will make ongoing phone calls to their advisees' families to give positive academic and behavioral feedback, as well as report concerns. All teachers, advisors and staff will maintain a communication log to track the ongoing correspondence between the school and families.

GLA-STEM will maximize the LeFlore Foundation and the school's connections to provide students additional support and programs. The school will work with community partners who will provide additional academic, mental and physical health services. Our social worker and other support staff will connect students and families to these organizations as appropriate. *Lifeline 2 Success* provides mentoring services to young people to help them make healthy decisions and stay focused on school. It also offers job readiness and GED courses. *Impact Ministries* offers services to address teen pregnancy, including mentoring for teen parents and baby supplies. They also offer health screening, computer training and own a barber/cosmetology school. GLA-STEM will use all available academic tutoring through connections with Teach for America. *National Civil Rights Museum* provides seminars and hands-on activities focused on the Civil Rights era. *The District Attorney's Office* provides support and follow-up on issues of student attendance.

**(c) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.**

Each year students and families entering the GLA-STEM will participate in a mandatory orientation. This is in addition to grade-level inductions, corresponding family orientation, and home visits. Students and families will learn about school culture and review grading policies and promotion requirements. They will learn school-wide systems and procedures that will bring necessary structure and order to students' academic lives. Through this orientation and in all communication with families, we will ensure they are informed about our high expectations for student behavior and scholarship, and understand how these expectations are integral to our mission of college and career success. GLA-STEM will underscore how these expectations build a culture of scholarship and achievement and let students focus on building academic and social skills. The school will communicate its unwavering commitment to upholding these expectations and supporting students in meeting them. Small group and/or individual orientation sessions will be provided students/families of those entering after the start of the year to ensure they are prepared to productively contribute to the school's culture and classrooms.

**(d) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

Parental engagement in the school supports student learning and will accordingly establish robust opportunities for parent involvement and communication at the GLA-STEM. The school will offer numerous age appropriate ways to engage families of middle school students, such as: reinforcing high expectations, prioritizing school and homework, communicating with teachers, and being active in the school community-building process. In-school opportunities will be offered parents, such as volunteering in the office and/or the parent center and assisting with service projects.

Before the start of the academic year, teachers and staff will visit homes of all students to establish positive relationships with the student and his/her family and establish open lines of communication. The school will host a school-wide cookout prior to the opening, during which community partners and area colleges will have booths. We will provide food and games for families, and parents will receive information about how they can support the school. GLA-STEM will select a day before the start of the academic school year when all the teachers and staff disperse into key high-traffic sites within Cordova, including housing developments and shopping areas, to meet families and familiarize them with GLA-STEM and how they can engage with the school.

GLA-STEM will establish a PTO (Parent Teacher Organization) that will help organize and oversee school social events, as well as fundraise in support of the school's clubs, sports and field trips. The PTO will lend input to ensure that family and community priorities remain at the forefront of The GLA's mission. To ensure that parents have resources they need, in Year 3 GLA-STEM will have a parent resource center inside the school library; that will have computers with Internet access, books and other resources related to parenting, and employment that parents can access while their child is in school. The Parent and Community Engagement Coordinator will work with the PTO to oversee the center. In Years 1 and 2 the parents will have access to the school's computer lab during unused hours. The PTO will interact with the Memphis Community Parenting Council to engage students in (PSBV) activities, and services.

**f) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?**

If the charter is granted, marketing efforts will intensify significantly. The school's marketing plan for the second and subsequent years will follow the same process as described for the pre-opening year, but new strategies and activities will be created. At that point community partners and supporters will be called upon to help expand the school's marketing area and range of families it reaches out to. The first enrollment class of students and parents will be requested to join the school in its marketing efforts. It will have an academic year behind them and, as such, school officials can speak directly to the academic and community building that is key to the GLA experience. The principal and teachers of the GLA will also bring their depth of experience at the school to recruiting events. GLA-STEM will establish strong family relationships through frequent school-wide communication channels, regular communication with individual families, and parent-to-parent information sessions. Strategies to inform parents of the school include home visits, information sessions, orientation for new students/families, conferences and whole-school events.

In addition, events will be promoted online and families allowed to sign up for events; the PCDC will attend local community events and school fairs; the school will advertise in local publications that focus on the school's target population, e.g. mail campaigns (marketing flyers, brochures); school leaders will meet local advocates, politicians, non-profits, etc. working in the community;

school tours and shadow days will be conducted; greater utilization will be made of social media to connect the school to parents, community members, and funders; a free blogging newsletter will be created so parents and other stakeholders can get to know the school better; video will be used to help in strengthening the school's relationships with various stakeholders. Twitter and Facebook accounts will be used to build relationships with local news anchors, bloggers, and other organizations; and technology tools will be used to track all marketing, community outreach and student recruitment efforts, and most importantly, enrollment year-to-year trends.



## **SECTION 2: OPERATIONS PLAN AND CAPACITY**

### **2.1 Governance**

#### **(a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups**

The LeFlore Foundation, which is the applicant for this charter, is organized as a Tennessee nonprofit corporation and operates as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). The Governing Board for the school however, which is described in detail below as an outgrowth from the LeFlore Foundation, will be a policy-making Board and ultimately responsible for the academic performance, operations and governance of GLA-STEM. This Board shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. This Board will oversee financial management of the school and approve the school budget. This Board also will regularly review and approve the school's curriculum and calendar, as well as the organization's goals and objectives. The new Board's primary role will be to provide oversight, while entrusting the day-to-day operations of the school to the school leader/ principal and teaching staff. The school Governing Board will ensure that GLA-STEM is committed to the mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state, and federal laws. Governance and operational policies of GLA-STEM will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability. The school's Governing Body members themselves will represent stakeholder groups, and will include the parent of a current student.

#### **(b) Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.**

Similar in structure to the LeFlore Foundation Board, the applicant for this charter, the new GLA-STEM Board will be organized through officer positions of Board Chair, Vice Chair, Secretary and Treasurer. As required by Tenn. Code Annotated §49-13-104 (3), a parent representative of a child who is enrolled at GLA-STEM will be elected to the Board. The bylaws will allow for a minimum of 5 and a maximum of 11 members. The Board Chair presides at all meetings, leads the Board in the development and monitoring governance policies; the Vice-Chair fulfills the role of Chair in his/her absence; the Secretary provides written agendas and maintains meeting minutes; the Treasurer manages the Board's responsibilities for financial oversight. Members of the designated Governing Body for the school have a wide range of expertise, including finance, marketing, law, human resources, education, technology and government to facilitate educational and operational success with involvement of community stakeholders. All members will be elected to stagger Board terms which provides stability while providing opportunities to infuse the Board with new contributors.

The School Governing Board in its provisions to oversee school operations will work efficiently through a committee structure. The committees will include a governance committee, an academic achievement committee, a finance committee and a development committee. The Board may establish other committees and/or task forces that it deems necessary for carrying out its responsibilities. Certain tasks will be delegated to the committees who, in turn, will recommend action to the full Board for discussion. Each Board member will serve on at least one committee,

based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board members, and outside stakeholders, when appropriate, to achieve their objectives.

The Board will establish an Advisory Committee of representatives from community organizations, partners and families. This Committee will have no formal role in governance or leadership of the school; it will be an informal group to foster communication among stakeholders during school planning and beyond. GLA-STEM expects the group will meet with the Principal once a month to discuss school issues and upcoming events and activities. The meeting schedule will be shared at the beginning of each year to ensure transparency and stakeholder involvement.

**(c) Describe how the board will evaluate the success of the school, the school leader, and its own performance.**

Holding the school leader accountable for strong student performance and effective management of the school is a fundamental responsibility of the School Governing Board. The Board will conduct a rigorous formal evaluation of the school principal annually. The School Governing Board will ensure that the Principal receives external leadership coaching and mentoring. Through relevant Board Committees, such as Academic and Finance, the Principal will receive ongoing guidance and support from members with expertise in these fields. The evaluation will be aligned to GLA-STEM's academic, financial and organizational performance standards, as well as the school's internal metrics, which are assessed and tracked through a Goal Tracker software and a Board-Tracking software program.

The Chair of the Board's Academic Committee will lead the evaluation process for the school leader/Principal. After the first year, this process will begin in July with a formal meeting to review the previous year's performance and to set goals for the coming year. At mid-year, the Academic Committee Chair will gather written, qualitative input from all Board members and staff on the Principal's performance, as well as quantitative data regarding performance against the metrics. The Committee also will use progress-monitoring tools and needs assessments to facilitate this process. At the end of the year, the Board will gather all relevant data and develop a written performance review.

The School Governing Board will hold monthly meetings to discuss the school's academic performance and operations and hear reports from committees, consider and adopt policies, and consider requests from parents, students, and teachers. The Principal will provide a written report for each meeting, including a dashboard of key metrics in the school's performance management system. Both the school and Board shall comply with the open meetings and open records laws and Board discussions and policies will be shared with staff and families through school communication channels.

**(d) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?**

In advance of vacancies and based on a process established in the Board's by-laws, the governance committee will work with the school Principal to actively recruit and nominate Board members to the full Board for consideration. In recruiting, priority will be given to mission alignment with GLA-STEM, possession of a needed skill set, and diversity of the Board.

**(e) Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.**

The LeFlore Foundation (LFF) current board is the founding board only for the GLA-STEM school. The GLA-STEM members are not members of the LFF Board. The Governing Board for the school will act autonomously and independently of the founding board, and there will be no mixing of duties and responsibilities between the two entities. To expedite a quick transition, it is anticipated that the School Governing Board will adopt similar operating guidelines as the LFF board, maintaining the same committee structure, Board offices, etc. Changes will be made as appropriate to accommodate more efficiently a school environment and operations.

**(f) Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.**

The governance committee of the School Governing Board will be charged with the responsibility for new member orientation, which includes a review of performance expectations for Principals/School Leaders, a board manual, outlining policies, school performance metrics, and school overview, as well as an onsite visit. In the instance of the GLA-STEM School, all of the Board members will be new and all will participate in a thorough and rigorous orientation and ongoing training process. Participation in effective academic and financial oversight is required during the first two years. These and ongoing trainings may be offered by organizations such as the Tennessee Charter School Center, The High Bar and/or qualified consultants. The School Governing Board will engage in an annual self-evaluation process, including identifying the major actions taken by the Board over the course of the year, trustee attendance, and fundraising efforts. This report will be used to develop suggestions for improving Board performance and practices. The committee will conduct its evaluation in alignment with the principles of effective governance as the framework for its evaluation.

**(g) How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.**

GLA -STEM will have a clear grievance policy that will clearly outline the steps families should take to express concerns. Families will first bring any concerns to the school leadership, beginning with the appropriate staff member or teacher and working up to the principal. If after these good faith efforts, the issue is still not resolved, families may submit a formal written complaint related to policy review or policies not being followed by the school to the Board. The Board will address complaints within 30 days. Families may also make public comment during regularly scheduled Board meetings, which will be publicized to school stakeholders as per the Tennessee Sunshine Law.

<b>Board of Directors: Gentlemen and Ladies STEM Academy</b>		
<b>Full name</b>	<b>Current job and employer</b>	<b>Area of focus/expertise</b>
Chair: Kenya Johnson, MBA	Self-Employed	HR/Organizational Mgmt
Vice Chair: Bernadine Lewis	Retired	Education
Reginald R. Andrews, PharmD	Encompass Health Corp	Health
Terry Davis	Federal Express	Finance
Rhonda Hooks, Esq.	Self-Employed	Legal
Jamal Johnson, Esq.	Memphis Area Legal Services	Legal
Phillip Lewis, PhD	Professor, Langston University	Counseling/Education
Lisa K. Smith	AZZ, Inc	HR/Benefits & Comp

<b>Transition Timetable for LFF Boards of Directors to GLA-STEM Board of Directors</b>		
<b>Tasks/Key Action Steps</b>	<b>Responsible Person</b>	<b>Completion Date*</b>
State awards charter for school	Tennessee Board of Education	October 2019
LFF Board convenes	LFF Board Chairperson	October 2019 (within one-week after award)
GLA-STEM Governing Board is formed	LFF Board members	October 2019 (within one-week after award)
GLA-STEM Board becomes a registered entity in the state of Tennessee	GLA-STEM Board members	October 2019
GLA-STEM Board adopts procedural and operational guidelines	GLA-STEM Board	October 2019
GLA-STEM Board expands its members to five	GLA-STEM Board	October 2019
GLA-STEM Board assumes governing authority for operating school	GLA-STEM Board	October 2019
Board appoints School Leader	GLA-STEM Board	November 2019
School Principal assumes leadership of school operations responsibilities	GLA-STEM School Principal	November 2019

\*GLA-STEM developers assume charter approval date as sometimes in October. If this is not the case adjustments will be made accordingly.

After the GLA-STEM Board is formed procedurally all duties and responsibilities for the school operations will transition from the LFF board members to the board for the school, and only a fiscal agent relationship shall remain in place. The LFF Board shall have no input or involvement, financial or otherwise, in the operations of the school, except in its commitment to make an initial investment of a \$250,000 loan to the school during the school's start-up period. The dotted line on the School Organizational Chart at Attachment G represents this quasi fiscal relationship between the two organizations. A similar relationship exists between the LFF Board and the current Gentlemen and Ladies Academy, Inc. (GLAI). Like GLAI, GLA-STEM School, will be a stand-alone entity, and will be a private corporation that operates completely autonomously from the LeFlore Foundation. As such LFF will make no decisions regarding the school, operationally or otherwise, including the appointment of the school leader, the facility/site selection, the academic plan, or the designation of contracts for school consultants.

The following governance documents for the LeFlore Foundation are included as **Attachment F** of this application:

- F1.** Articles of Incorporation
- F2.** Proof of non-profit and tax-exempt status
- F3.** By-laws
- F4.** Code of Ethics
- F5.** Conflict of Interest Policy
- F6.** Board member resumes (including references)
- F7.** Board policies (including frequency of meetings, and policies on open meetings and open records)

## .2 School Start-Up

(a) Plan (tasks, timelines, and responsible individuals (including compensation for individuals)).

<b>GLA-STEM School 2019-2020 Start-Up Plan</b>		
<b>Key Actions</b>	<b>Timelines</b>	<b>Responsible Person(s)</b>
<b>Phase 1: October 2019 – March 2020</b>		
SCS awards Charter for GLA-STEM	October	GLA-STEM Board
TN Department of ED Planning Grant received (\$50,000)	November	
Hire School Principal*	November	GLA-STEM Board
Identify and submit applications for other grant sources	January - March	GLA-STEM Board, Principal
Conduct fundraising events and solicit contributions from individual donors	January - March	GLA-STEM Board, Principal
Initial financing secured and	March	GLA-STEM Board
SCS Planning Grant received (\$50,000)	March	GLA-STEM Board
Identify and secure school temporary administrative space	March	Principal, GLA-STEM Board
Initiate staff and teacher recruitment activities	March	Principal
<b>Phase 2: April 2020 – June 2020</b>		
Initiate School Planning activities	April	GLA-STEM Board, Principal
Identify and hire Director of Curriculum and Instructions (DCI); Office Manager; Human Resources Coordinator (HR); Parent and Community Development Coordinator (PCDC)	April	Principal
Identify and contract teachers; identify school consultants, e.g. psychologists, evaluators, curriculum designers, etc.	April - July	Principal
Initiate student recruitment and enrollment activities	April	Principal, PCDC
Initiate development of school policies and procedures, i.e. academic plan, curriculum, assessments; discipline; employee and student handbook; human resources; grievances, uniforms	April	Principal, DCI, HR
Identify and Sign Lease Agreement for School Facility; Negotiate modifications and minor build outs	April	Principal
Develop marketing materials; launch school website	April-July	PCDC
Identify and order school furnishings	May	Principal, DCI, Office Manager
Marketing and Recruitment Events and Activities: New School Forum; outreach to homes, feeder schools; churches; community centers; social service agencies;	June - August	PCDC
<b>Phase 3: June – August 2020</b>		
Recruiting/interviewing; extensive outreach for students;	July - August	PCDC, CDI, Principal
School Enrollment Period/School Lottery	July-August	PCDC, DCI, Principal
Review, update, and approve all policies i.e. Finance, enrollment, grievance, discipline, education, HR & personnel, operations, etc.	July-August	Principal, Office Manager
Complete school policies and procedures, i.e. academic plan, curriculum, assessments, discipline; calendar; employee and student handbook; human resources; grievance; uniforms	July	Principal, Curriculum Coordinator, HR, PCDC
Complete school infrastructure/modifications, furnishings	July-August	Principal

Hire Custodian and Building Engineer	August	Principal
Pre-Opening Professional Development	August	Principal, DCI, PCDC
School Opening	August	All Staff and Teachers

This plan and timeline will be reviewed periodically by the Principal and the Board to ensure timely progress on all action items and will be revised, as needed, to ensure the successful start-up of the school. The timeline and working assumptions are based on the experiences with other charter schools in Memphis and in Tennessee. Upon receipt of a charter, the School Leader/Principal, in conjunction with the school's Governing Board, will undertake a more specific and comprehensive action plan, detailing each action step, responsible party and deadline.

**(b) Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.**

A history of racial tension exists between the county schools which used to be pre-dominantly White, and the inner-city schools that are predominantly Black. After the merger, the preponderance of White students in the Cordova area enrolled in the area's private schools. (This fact can be authenticated from census data which reveals that in 2015 32 % of students in Cordova area attend private schools.<sup>23</sup>) GLA-STEM wants to be able to compete for private school students and to overcome any residual negative stigmas associated with being a county school that was once a predominantly White school. If the school's opening is met with resistance from the community, lower enrollment numbers could jeopardize the budgeted per-pupil funding and the ability to raise local grants. Through hard work, help from the School's Governing Board, and great relationships with individuals and organizations in the Cordova community and the City of Memphis, GLA-STEM will be able to mitigate these risks by ensuring optimum enrollment.

Stigmas notwithstanding, Initial funding for the start-up will be tough, but manageable. In addition to the BEP allowances, even though not written into the budget, GLA-STEM is planning to pursue competitively awarded federal grants to contribute to unstated and enhanced school operations. If such grants are received, the risk of losing future funds if the school doesn't succeed in renewing those grants, and/or not receiving the grants at all jeopardizes futuristic school goals and operations. GLA-STEM, via the LeFlore Foundation, already has made provisions to obtain a school loan for start-up and lines of credit for operations, if necessary, in the first year of operations.

In addition to cash flow issues in Year 1, because of limited capital-raising capacity and questions about borrowing ability as a start-up, GLA-STEM, like most charter schools, must lease their facilities. To accommodate the expansive student population in years three, four, and five, however, GLA-STEM is exploring the possibility to build a school instead of trying to identify existing real estate in the Cordova area. Beginning planning in Year 1, GLA-STEM will take a closer look at leasing compared to new construction. GLA-STEM Board of Directors will decide after preliminary estimates have been obtained. Funds to service any loan debt that may be incurred will come from a combination of funds allocated for space and net cash projections in years three, four, and five.

---

<sup>23</sup> American Community Survey 2015 estimate

## 2.3 Facilities

**(a) Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**

GLA-STEM has projected short-term and long-term facility plans to accommodate teachers, administrative staff, and a student population that will begin with 190 students in Year 1 and increase to 800 students in Year 5. Incrementally the enrollment will be 380 in Year 2, 520 in Year 3, and 660 in Year 4. The school is projecting operations to begin in a facility of approximately 16,000 square feet and increase in size to approximately 80,000 square feet in Year 5. The Plan components are categorized as classroom instructions, teacher support; administrative; and specialty. The GLA-STEM education program has been developed so it can be delivered in any facility that meets the requirements articulated in short-term and long-term facility plans, with some flexibility in the school's administrative space needs. The GLA-STEM Budget and the Budget Narrative are designed to accommodate an 80,000 square-foot facility. With modifications, the Budget could accommodate up to 100,000 square feet.

### Short-Term Facility Plans for Year 1:

Student Instructions	Teacher Support	Administrative	Specialty
8 General education classrooms (700 square feet) 1 special education classroom 1 physical education/health classroom	1 teacher workroom printers, copier(s) and some storage); 1-2 storage/supply rooms	Main office, 5 offices for support staff	Cafeteria, Library, 2 Science Labs 1 Art Room

### Long-Term Facility Plans for Year 5:

Student Instructions	Teacher Support	Administrative	Specialty
37 General education classrooms (900 square feet) 2 special education classrooms 2 physical education/health classroom	3 teacher workrooms (18 to 20 work stations; printers, copier(s) and some storage); 3-4 storage/supply rooms	Main office, 6 offices for support staff	Cafeteria, Library, Auditorium 4 Science Labs, 2 Art Rooms 2 Computer Labs Music/Band Room Gymnasium, Locker Rooms Playing Fields

**(b) Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.**

GLA-STEM facility needs are reflective of the school's academic plan. At start up in Year 1, the

school will utilize 16,000 square-feet to accommodate, eight general education, one special education, and one physical education/health classrooms. The facility also will house one computer lab, one teacher workroom/copy room, an outdoor playground area, and an indoor exercise room. An additional 8,000 square feet will be added in year two, increasing the space to square-foot space that will house 26 classrooms - 23 general instruction classes, two special education, art room, science lab, and one physical education. The facility also will house two computer labs, a teacher workroom/copy room, an outdoor playground area, and an indoor exercise room. For administrative and operations functions, the facility will accommodate a main office for the Principal and the office manager, and satellite offices for the Curriculum Instructions Coordinator, Human Resources Coordinator, and the Parent and Community Development Coordinator. Space also will be allocated for supplies/storage and the computer server and communications circuitry.

In Year one planning will begin for the designation of a larger 80,000 to 100,000 square-foot facility. The school will be located in an existing space in the Cordova area through a lease agreement or built out from new construction. The larger space will accommodate increased classroom, teacher workroom/stations, and computer lab space to accommodate the increase in students (800 in Year 5), a cafeteria, a library/media center, music room, gymnasium and athletic facilities, outdoor playground area, and an auditorium.

**(c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

GLA-STEM is an outgrowth of the LeFlore Foundation, the applicant for the GLA-STEM charter. The LeFlore Foundation, has had extensive experience in facilities acquisition, and the build-out of space to accommodate the needs of child care operations. In 2007, it founded a pre-school and after school child care facility which is now formally incorporated as a stand-alone entity. This child care facility operates daily Monday through Friday, and it accommodates 100 plus children in its before and after school programs. Additionally, it has a day care center, a pre-K program, and a Kindergarten. This facility has undergone build-outs and modifications to accommodate a diverse child care and student population. Facility management of the child care center is impeccable and without incident for ten years.

**(d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.**

GLA-STEM developers are proposing to co-locate the space presently occupied by the Gentlemen and Ladies Academy, Inc. child care center and school at 1690 Bonnie Lane in Cordova near the intersection of Dexter and Germantown Road. For years 1 and 2 the GLA-STEM Governing Body proposes to contract with Gentlemen and Ladies, Inc., (the child care center) to sublease 16,000 square feet in Year 1 that will expand to 24,000 square feet in Year 2. The leasing company for the space currently accessible for Year 1 services is 1690 Bonnie Lane, Inc. There is no formal relationship between the LeFlore Foundation and the Gentlemen and Ladies Academy. As such the charter school (of the near same name as the child care facility) will sub-lease the space, but it will operate independently of the child care center. In years 3 to 5 of the charter school with the increase in the number of students, GLA-STEM would consider expansion of its use of space at the present location, but it also will explore moving to a new location that is as convenient as the present proposed site. As modifications and minor build-outs will be involved, New Grubb Knight Memphis is the real estate management company that would be extensively involved in the construction and execution of the lease agreement between GLA-



STEM and the child care center. If space is leased the sub-leaser would be expected to absorb any modification and build-out costs.

**(e) The plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107.**

The GLA-STEM plan will contain provisions for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. All scheduled inspections will be conducted as required. Exceptions will be abated and remediated in a timely fashion. The school will follow all laws, rules, and regulations of the federal, state, county, region, or community that may apply to the school facilities and properties including: adherence to the requirements of the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, access requirements of the Americans with Disabilities (ADA), and other applicable fire, health, and structural safety requirements, local, state, and federal laws. The school's Building Engineer will have the primary responsibility and duty to oversee and conduct all school structural health and safety review procedures. GLA-STEM is still determining cost associated under this provision.

**(f) Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**

The current site proposed for years 1 and 2 for GLA-STEM would require minor build-out and modifications to the physical space to be suitable for school operations. Minor infrastructure improvements would have to be made to bring the buildings up to code for safety provisions to and to accommodate a school footprint. Based on the accessibility of the space, developers are confident that adjustments, largely furnishings, and portable walls, and additional means of egress, could be completed within a two-month period. (The leaser would be expected to pay for projected modifications.) The school's technology infrastructure also would begin during this period, but expected completion would take two to three months. If adjustments began June 1, 2020, the expected occupancy would occur by July 15, 2020. School occupancy timelines are as follows:

<b>Timelines for GLA-STEM Infrastructure Modifications</b>	
<b>Key Action</b>	<b>Date</b>
Meet with contractors and suppliers	05/01/20
Make agreements with contractors and suppliers	05/15/20
Order furnishing and supplies	06/01/20
Begin modifications/minor build-outs	06/15/20
Complete Infrastructure modifications	07/15/20
State fire marshal and health inspection	07/15/20

**(g) Broadly describe a contingency plan, should your facility fall through.**

There are several large spaces in the GLA-STEM school service area near the current location presently being proposed as the school site for years 1 and 2. In the unlikely event the present space is not accessible for school operations, developers are confident that another space could be identified for use in a location in the target area that is suitable for the proposed student population.

**(h) List any properties you may have already identified as suitable to meet the school facility needs.**

There are numerous properties available in the GLA-STEM school service area that are suitable to meet the school facility needs, but no specific properties to be listed at this time.

## 2.4 Personnel/Human Capital

**(a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as Attachment G. [NEW – NOTE] The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. (Can be removed from final)**

An Organizational Chart for GLA-STEM is included as Attachment G. The GLA-STEM Board of Directors is the school's Governing Body. The GLA-STEM Leadership consists of the Principal, Director of Curriculum and Instructions, Human Resources Coordinator, Parent and Community Development Coordinator, Office Manager, and in Year 2, the Vice- Principal. The school leader (Principal) reports to the Governing Board. The Principal directly supervises the Vice Principal (Year 2), Director of Curriculum and Instructions, Office Manager, Parent and Community Development Coordinator, Office Manager, Instructors and the Financial Management Consultant. The Professional Development and Education Consultants (Culture of Learning) will report to the Director of Curriculum and Instructions, the Building Engineer and Custodian report to the Office Manager, and the "Culture of Learning" Education Consultants will contribute to the school's signature learning environment by guiding teachers and facilitating the use of supplemental classroom learning techniques to support excogitation, absorption and retention of large amounts of data, exploration, and reading comprehension improvement. in Year 2 the Vice Principal will supervise the Guidance Counselor and the Social Worker. In Year 1 they will be supervised by the Principal.

**(b) If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students.**

The GLA-STEM School Principal is the only person among school leaders that is currently identified. The person chosen for this position is Tavis A. Jones, Ph.D, and a resume is included as Attachment H. This individual has the skills set, experience, and time available to identify and respond to the needs of both the GLA-STEM staff and students. Ms. Jones is currently a District Lead Coach focused in Curriculum and Instruction for Metro Nashville Public Schools. She has previously held positions as an adjunct professor, early college program director, assistant principal, and teacher. Her passion and extensive background in education make her an ideal candidate to lead GLA-STEM. As a former educator in west Tennessee, she has built and sustain community and parent relationships within GLA-STEM school zone. She has been instrumental in increasing test scores on EOC/STAAR assessments by 6%-17% (2014) in certain core academic areas such as Reading, Writing, Science, and Mathematics. Under her direction, successful school-wide reading/writing instructional programs for struggling students were implemented. She is competent in curriculum development, classroom assessments, school administration, student advising and facilitation of workshops for teacher development. She has played an integral role in the reduction of home suspensions through executing student management plans. She has developed and executed intervention strategies and monitoring systems to reduce dropout rates from 22% to under 7% as well as increase graduation rates by 5.5% to 89.5% (2013). Her attached curriculum vitae highlights her proactive approach to overcoming barriers and identifying techniques to enhance student educational experiences. (See Attachment H)

**(c) Give a thorough description of the process for hiring the school administrator. Explain how the school leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.**

The selection of Ms. Jones for the School Leader is because of her extensive experience in education and her vision for student achievement. The school Governing Board will ensure the School Leader/Principal receives appropriate leadership coaching and mentoring. Through relevant Board Committees, such as Academic and Finance, the School Leader will receive ongoing guidance and support from members with expertise in these fields. The School Leader evaluation as well as the school's internal metrics will be aligned with Shelby County's academic, financial and organizational performance standards. The evaluation process begins in July (prior to opening) with a formal meeting to review the school's previous year's performance and to set goals for the coming year. At mid-year, the Governing Board will gather written qualitative input from all Board members and staff on the School Leader's performance, as well as quantitative data regarding performance against the metrics. At the end of the year, the Principal will gather all relevant data and develop a written performance review. The Principal will create a self-assessment tool, which will be discussed in a year-end conference. The Governing Board for GLA-STEM is absent of any school operational ties to the LeFlore Foundation, and, as such, eliminates any reason as to why Ms. Jones would not be an excellent candidate for the job.

**(d) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.**

Consistent with the Pre-School Start-Up Plan, GLA-STEM will begin recruiting teachers and staff in the spring of 2020 with most of the hiring activity occurring between May and July of 2020. Given the school's STEM focus, ideally, the staff and specifically the teachers will have a strong background in teaching math and science and/or a propensity and an acceptance and to be able to incorporate science, technology, engineering principles, and mathematics into core subjects. The school's recruitment strategy for identifying staff and exemplary classroom teachers includes: conducting a national search for current STEM teachers; attending local teaching job fairs; collaborating with colleges and universities including Rhodes College, Christian Brothers, LeMoyne Owen, and the University of Memphis; working with organizations such as Teach for America, New Leaders Emerging Leaders program, Relay Graduate School of Education, Memphis Teacher Residency, The New Teacher Project, and Christian Brothers College and others as a pipeline of talented and diverse teacher candidates; Posting jobs on educational websites, job boards, and publications such as Edjoin, Teachersteachers.com, college and university job boards, and hosting information sessions/open house for educators in the community surrounding the school.

The GLA will conduct initial resume and telephone screenings that focus on qualifications to teach in a public school, such as experience in a community like Cordova, specific interest in working in a school where nearly 40% of students participate in the Federal free and reduced lunch program, the dedication to working in a start-up charter grade school. As candidates progress beyond the telephone screen, they will be invited for an on-site interview that will contain several elements to determine their suitability for the job. Each interested person will be administered a written screening tool to establish their willingness to make STEM curricular units a part of core subject curriculum, as well as engage exceptional students in extracurricular activities that promote interests in the pursuit of STEM careers.

GLA-STEM will search for highly-qualified educators with exceptional abilities and interest in transforming student lives. Applications will be accepted on the school website and in the temporary office for the school and at the school when operations begin. The school will be intentional and committed to hiring and growing highly effective teachers. The School Leader will deliberately hire teachers and school staff that have experience working with families and parents like the ones that will comprise the community at the GLA; ideally, they will have worked in Memphis, Cordova or communities like them. The School Leader, along with the support of the Chief Academic Officer (CAO) and Assistant Principal at GLA-STEM, will manage the intense teacher/staff induction and training that will support teachers and staff in their work to build a strong school and community. A Timeline for the recruitment of staff and teachers is described below.

<b>Recruitment Timeline for GLA-STEM Leadership Staff and Teachers</b>		
<b>Tasks/Key Action Steps</b>	<b>Responsible Person (s)</b>	<b>Completion Date</b>
Identify a list of recruitment sources	School Principal	October to December 2019
Identify contact persons	School Principal	October to December 2019
Post Jobs for GLA-STEM Teachers and Staff on website and telephone numbers for responses	School Principal	January 15, 2020
Place ad in Newspaper and well-known education publications	School Principal	January 15, 2020
Applications accepted online and in temporary school office	School Principal	January to April 2020
Initiate telephone screening of interested persons	School Principal	January 2020
Identify persons with strong interest and capabilities to work in a STEM-focused school environment	School Principal	January to July 2020
Administer STEM Interest screening tool for Teachers and Staff	School Principal	January to July 2020
Conduct Background checks on Staff applicants	School Principal	January to April 2020
Hire Leadership Staff	School Principal	March 20, 2020
Initiate Staff Employment	School Principal	April 1, 2020
Conduct follow-up interviews with Teacher Applicants	School Principal in conjunction with members of School Leadership Staff	April to July 2020
Conduct Background checks on Teacher Applicants	Staff and School Principal	March to July 2020
Initiate hiring of teachers	School Principal and Staff	March 2020
Complete hiring of teachers	School Principal and Staff	July 15, 2020
Initiate Staff Employment	School Principal	August 2020

**(e) Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.**

GLA-STEM will ensure high-quality support for its teaching staff. support. Professional development will be afforded all teachers intermittently. The School Leader will be responsible for ensuring that all academic and operational elements are in place, and regularly reviewed for efficiency and effectiveness. GLA-Stem will be supportive of its teachers and aid in their development by:

- Being aware of the challenges **new teachers** face and supporting them throughout their first year and beyond;

- Understanding that **new teachers** are still learning, anticipate areas that teachers may not have experienced in their preparation programs (first day of school, year-long pacing, report cards, parent conferences, various school drills and safety procedures, available support personnel, behavior challenges, etc.);
- Supporting teachers in understanding resources available to them to support teacher and student success;
- Understanding the components of the SCOE Teacher Induction program and how the goals of the program align with school goals/expectations and you're the school's role in supporting the teacher through the induction process;
- Knowing the role of the mentor and their role in supporting the **newest staff members**
- Ensuring **new teachers** are welcomed to the school, ensuring they know key staff, colleagues and are introduced to the school community.

In addition to the STEM consultants that will focus on STEM development in the school's five-day pre-opening professional development program, continuous STEM-based professional development is a high priority for the GLA-STEM school. School developers recognize that becoming an effective science teacher is a continuous process that stretches from preserved experiences in undergraduate years to the end of a professional career. Professional development for a teacher of science is a continuous, lifelong process. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Among several strategies GLA-STEM will engage teachers in ongoing STEM training through participation in professional development online course platforms in which primary and secondary teachers **will**:

- Learn about innovation in the classroom and school
- Develop and enhance your teaching practice
- Get experts' feedback and share your experiences with them
- Connect with like-minded peers across the country
- Reflect and discuss the role of technology in education

Through periodically scheduled teacher-training programs onsite, teachers and education professionals will be trained in transferring the concept of scientific methodology into the classroom and linking it with the numerous collections of open digital educational resources to design innovative educational scenarios.

**(f) Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.**

*Teacher Evaluation.* All GLA-STEM teachers will be evaluated annually. The Evaluation Criteria will consist of: Professional growth or improvement plan; Two 30-minute formal observations; Walkthroughs (informal observations); Student growth measure rating\* and performance rating; Final summative rating (designation of rating category, e.g. highly effective, effective, needs improvement, or ineffective); and Evaluation feedback.

**(g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.**

GLA-STEM will use observation, feedback and support to identify school personnel who are struggling, including teachers, the leadership team, and the School Leader. When employees are not meeting expectations, they will receive informal feedback from their supervisor about performance concerns and have a formal meeting with their direct supervisor to discuss and document the performance challenges. The School Leader and teacher will develop a professional improvement plan that will outline measurable targets for improvement. The teacher will receive additional guidance and support, such as frequent in-class observations and/or planning support by the School Leader or Assistant Principal. If after one-month performance remains unsatisfactory, the employee will be placed on a one-month probation. Intensive support, including co-planning, modeling and coaching aligned with the targeted areas of improvement, will be provided. If, after this additional month, performance remains unsatisfactory, the school Governing Body will dismiss the employee.

Should a change in the Leadership Team be made before the end of the school year, the, GLA School Leader with support from the Governing Board, will plan and manage a communication plan for students, families and stakeholders. For unanticipated teacher changes the School Leader will manage and implement the communication plan. In the highly unlikely event that a change in school leadership must be made, the Board will handle communications and plan for hiring a new School Leader.

**(h) Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Teacher and staff candidates for GLA-STEM employment will participate in a rigorous selection process. The GLA-STEM developers value diversity in the classroom, and the school leadership works with organizations to recruit new teachers from a range of backgrounds and geographic locations. When a successful candidate is identified, the Principal will make an offer of employment. Upon acceptance, the new recruit will be remanded to the office manager in Year 1 to complete the requisite paper work (Human Resources and Personnel Director. All offers will be contingent upon successful background checks and confirmation of appropriate certifications.

The School Principal shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors. Each employee shall receive a copy of the current job description for his or her position and be informed of the full scope of employment responsibilities. The title for each job description shall be the job title that appears in the latest edition of the school's compensation plan; new titles shall be created only at the time of the annual adoption of the compensation plan. Annually in May and June, the Human Resources and the Assistant Principal (after Year 1) shall ensure that all job descriptions are reviewed and revised as needed.

**(i) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.**

Salaries and employment benefits for GLA-STEM teachers are competitive and commensurate with the Shelby County Schools. Employee benefits for all staff include: Life and disability Insurance (.526%); Health Insurance (70% of annual premium for a

single person); Medicare (1.45%; \$400 for state unemployment; disability-; worker's compensation (.3182%); social security (6.2%); and retirement (9%). The average teacher salary is \$48,000 (10 months). The average salary for non-instructional support and administrative staff is \$55,000 (10 months). At \$90,000 and \$75,000, salaries for the Principal (12 Months) and Assistant Principal (10 months) are lower than starting salaries for area administrators.

A review of the salaries for Shelby County Schools teachers showed a range from \$45,000 to \$54,000, with variations generally based on experience, education level, and length of employment. The \$48,000 GLA-STEM salary for teachers is approximately the median of the SCS salary range. Benefits are, on-average, commensurate and compliant with SCS standards. The \$48,000 is meant to be an average salary, and based on differences in levels of experience and education, some salaries may be higher or lower. Based on this model GLA-STEM salaries are at par with SCS. Even if salaries are not deemed competitive GLA-STEM offers other amenities that would attract teachers to the school. The academic plan and the STEM focus will permit a greater degree of individualized teaching; the "culture of learning" environment is creative and innovative; extended hours will permit assistance outside of the classroom for struggling students which in-turn provides assistance for the teacher and opportunities to work with gifted students. Annual increases in salaries are built into the salary model. As an incentive and strategy to attract and retain high-performing teachers and administrative staff, GLA-STEM will apply for a state grant for bonuses. If successful, the school will offer bonuses for high-performances as early as Year 1. Especially for teachers that live in the Cordova and Germantown area, travel time to schools that are beyond the I-240 Loop can potentially be reduced.

**(j) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.**

Teachers and the administrative staff will be required to sign a contractual agreement with GLA-STEM. The purpose of the contracts is to bind teachers to a definitive employment period to ensure the school a qualified teaching staff commensurate with the needs of the students. Although helpful on the one hand, this process also could be restrictive, since under this protocol the capacity to dismiss non-performing teachers could be enhanced. In the untreaded waters of a new school, a high turnover rate would not be unusual. GLA-STEM would be amenable to contract language that favors dismissal of teachers for low or unacceptable performance.

**(k) Include a copy of the school's employee manual and personnel policies as Attachment I.**

- A copy of the GLA-STEM employee manual and/or personnel policies is included as **Attachment I**.

GLA-STEM Staffing Profile						
Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/ School Leader		1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	1.00	1.00	1.00	1.00



Dean(s)		2.0	2.0	3.0	3.0	3.0
Additional School Leadership Dir. Curriculum and Instructions		1.00	1.00	1.00	1.00	1.00
Additional School Leadership Human Resources Manager		1.00	1.00	1.00	1.00	1.00
Additional School Leadership Parent and Community Dev Coord.		0.50	0.50	0.50	0.50	0.50
Classroom Teachers (General Instruction)		25.0	34.0	41.0	41.0	41.0
Classroom Teacher Special Education		3.00	4.00	5.00	5.00	5.00
Classroom Teacher Physical Education/Health		1.00	1.00	2.00	2.00	2.00
Student Support Positions Guidance Counselor		2.0	2.0	3.00	3.00	3.00
Student Support Positions						
Specialized School Staff						
Specialized School Staff						
Teaching Aides or Assistants		6.00	7.00	8.00	8.00	8.00
School Operations Support Staff Office Manager		1.00	1.00	1.00	1.00	1.00
School Operations Support Staff Administrative Assistant		1.00	2.0	3.00	3.00	3.00
School Operations Support Staff Custodian		3.00	3.00	4.00	4.00	4.00
School Operations Support Staff Building Engineer		1.00	1.00	1.00	1.00	1.00

## **2.5 Professional Development**

**(a) Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.**

GLA-STEM has projected that it will allocate ten days for Professional Development. Five days will be conducted during the pre-school operations period, and the remaining five days will be conducted intermittently during the school year. Additional hours will be allocated during the school year in the forms of: Weekly Planning Meetings; Data Sessions/Days; Common Planning Time (CPT); and Ongoing Instructional Coaching described below:

*Weekly Professional Development:* Professional Development will occur in weekly staff meetings on Friday afternoons. GLA-STEM anticipates that the 2 ½ hour block on Fridays will be divided between these PD sessions and common planning time (CPT, described below).

*Data Sessions/Days:* At intervals during the year, Professional Development sessions will be conducted that focus on data analysis aligned to interim assessments. Teachers will analyze assessment results in teams and individually, and develop re-teaching plans using a school-wide action planning template.

*Common Planning Time:* Common planning time (CPT) will occur during Friday afternoon. Grade level, department, and Academy teams will meet on a rotating basis.

*Preparation Time:* Teachers will have 1-2 hours per day of prep time. This will allow them to craft lesson plans according to the common structure, review feedback on their plans, collaborate with colleagues (such as special education educators), work with the school Principal and the Director of Curriculum and Instructions, review student work, and observe their colleagues.

*Ongoing Instructional Coaching:* Providing teachers with ongoing and intensive coaching is a significant lever in supporting growth and effectiveness. This approach is also fully aligned to the Tennessee Educator Acceleration Model (TEAM). The goal is to improve student achievement by strengthening and improving teacher performance. This strategy will be augmented by the “culture of learning” education consultants described in the section below which describes the Start-Up Plan for school operations.

*External Opportunities:* While much of the school's Professional Development will be offered internally, we will participate in external trainings to stay current on research and best practice. Leaders and key teachers will attend relevant trainings on implementation, for example, of the CCSS (Common Core State Standards) and the PARRC assessments. Other external opportunities include: Leading Educators Partnership, Civil Rights Partnership, Relay training for specified leaders, Shelby County Schools LEA training, and specific training in Special Ed/EL/SWD, Title I, and budgeting.

**(b) Identify the person or position responsible for professional development.**

The GLA-STEM Principal is the individual responsible for staff Professional Development, in conjunction with the Director of Curriculum and Instructions and to a lesser extent the Assistant Principal (in the second year).

**(c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to**

**address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.**

The GLA-STEM Professional Development Plan is guided by core components that: develop and drive the school's mission, strategy, and performance; lead and manage instruction, operations, and self; and create and leverage school culture, community, and governance. Professional growth and development of school leadership and teacher competencies guide the successful achievement of the GLA-STEM academic, operational, and governance plans.

<b>Gentlemen and Ladies Leadership of Excellence Academy-Stem Core Components: Professional Development Plan</b>		
<b>Develop and Drive</b>	<b>Lead and Manage</b>	<b>Create and Leverage</b>
<b>Mission:</b> Develop clear and systematic plans to achieve goals, continuously monitoring and analyzing performance and process data to make operational or programmatic improvements necessary to ensure progress that is aligned with the school's STEM thematic focus.	<b>Instruction:</b> Develop and sustain a comprehensive educational program that fosters the learning of students and staff through cohesive and effective delivery systems which incorporate core subject matters integrated with STEM curricular units that promote scientific exploration and interest in technology careers.	<b>School Culture:</b> Establish a positive culture that supports and sustains the school's mission, vision, and values; thoughtfully developing relationships and practices that sustain and enhance a culture of learning, discipline, self-motivation and commitment to self-development and a connectedness to 21 <sup>st</sup> century inventions and
<b>Strategy.</b> Develop clear and systematic plans to achieve goals, continuously monitoring and analyzing performance and process data to make operational or programmatic improvements necessary to ensure progress.	<b>Operations:</b> Design and manage systems that ensure the school has the resources, organizational structures, and oversight necessary to support, achieve, and advance its mission to motivate the pursuit of scientific careers and scientific sustainability.	<b>Community:</b> Engage and motivate community members, using their influence to mobilize resources, build support, and improve internal and external conditions for academic and productive citizenry success.

**(d) Provide a schedule and overview of professional development that will take place prior to the school's opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.**

*Professional Development (pre-school operational days).* Prior to the start of school, training will be conducted from 8:00 am to 4:00 pm each day for five days. It will include a mix of whole group, small groups by teams, and individual planning time. Topics will include: GLA-STEM's mission and vision; connection with the Cordova community, including neighborhood walks, home visits, community/family events, community partners; the GLA culture; instructional strategies and training in school-wide strategies that enhance the school's creation of a "culture of learning" environment; Integrated Core Subject and STEM Curriculum; data analysis and assessments; meeting all students' needs; community service/service learning; unique needs of low-income, ELL, disabled students, and gifted; governance, and school operations logistics. To enhance the school's academic plan and to expose staff and teachers to innovative strategies the training program will utilize consultants that have expertise in STEM curriculum content and scientific learning strategies, curriculum development, assessment and evaluation, and reading and reading comprehension. These training activities will be conducted by members of the school staff and facilitated by Professional Development consultants as appropriate.

<b>Gentlemen and Ladies STEM Academy Tentative 5-Day Professional Development Pre-School Schedule</b>					
<b>Time/Activity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 am to 9:30 am</b>	School Mission, Vision, Philosophy. and STEM Learning Environment	STEM Innovations and Instructional Strategies Grades K-8	Assessments: Interim, Benchmark and EOG	Meeting Students Needs/SWD, at-risk, gifted, ELLs	School Operations and Logistics Library Computer/STEM Lab Extended hours
<b>9:30 am to 11:30 am</b>	Who We Are: Students, Teachers, and Staff	Academic Plan: Integrated STEM and Core Subject Curriculum	Assessments: State-Required and School-defined	Meeting Students Needs/SWD, at-risk, gifted, ELLs	School Discipline in a PSBV (Positive Social Behavior is Victory) environment
<b>11:30 am to 12:30 pm</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>1:30 am to 2:00 pm</b>	GLA-STEM Governing Body	Academic Plan: Integrated STEM and Core Subject Curriculum	Data Collection and Analysis	School Improvement and Corrective Action	School Safety School Crisis
<b>2:00 am to 3:30 pm</b>	Academic Plan: School-Wide Instructional Strategies: Core Subjects Grades K-8	A “Culture of Learning”: School-Wide Innovative Learning Strategies and Techniques: Student and Parent Participation	Data Collection and Analysis: Tracking our Progress	Community Connection: Marketing and Recruitment, Parents, Community Leaders, STEM Partners, community service	School Calendar Teacher and Staff Expectations
<b>3:30 pm to 4:00 pm</b>	Wrap-Up	Wrap-Up	Wrap-Up	Wrap-Up	Wrap-Up

A full three hours during the week-long Professional Development schedule will be dedicated to providing teachers and staff with teaching strategies and information on IDEAct regulations and how to best support students with special needs, including special education, English Language Learners and Students with Disabilities. Training will be conducted for teachers on providing instructions that are effective for ELL students, such as the use of visuals, and vocabulary development opportunities. Teachers will receive feedback on these strategies through ongoing cycles of observation and feedback.

In addition to the school’s pre-opening Professional Development program, periodic training on various subjects related to the school’s academic plan, operations and will be conducted at regularly scheduled intervals in weekly teachers’ meetings, and in-service training days. The “Culture of Learning” Education consultants will participate in these training periods and will work directly with classroom instructors and the Leadership Staff. As well, two consultants are proposed to be in classrooms two days a week (on a rotational basis) for the entire regularly scheduled eight-hour day to employ proprietary learning techniques and strategies specifically designed to supplement the curriculum to promote students’ self-motivation and independent learning. Improvements in reading comprehension and ritualistic practices, described in the section of this application on School Discipline reinforce academic achievement. “Culture of Learning” Education Consultants also will be on hand during extended hour periods to provide learning assistance for struggling students that may need improvement in core subjects. Parents will be encouraged to participate in these sessions so they can be familiar with the learning techniques and how they can best support the student. If requested, classes will be arranged for parents as well.

**(e) Describe the plan to cultivate future leadership capacity.**

GLA-STEM will consciously work to attract, retain and develop smart, motivated and talented leaders in the classroom and administrative levels. The LeFlore Foundation values high-caliber people as a source of strength. To fuel continued success, the school will be focused on continually attracting, retaining, and developing bright, motivated and innovative individuals. Resources will be invested to find and hire high quality candidates for school positions, and groom them for advancement in the organization; the school's development efforts will contribute to a strong foundation for staffing. The school leadership will work with the Relay program for principals to assess leaders in their cadre of future leaders who might be a good fit for GLA-STEM.

**(f) Explain plans for differentiating professional development for different groups of teachers; such as new versus experienced teachers**

(g) Explain how the school will provide orientation to teachers that are hired mid-year

## 2.6 Insurance

**Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As Attachment J, please provide the following:**

**(a) A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse**

Included as Attachment J is a list of the types and levels of GLA-STEM Insurance coverage the school will secure. e.g. workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), and sexual abuse.

**(b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).**

A letter of intent to provide insurance coverage for GLA-STEM operations is included at Attachment J. The letter contains provisions that assure the disclosure within ten days of any cancellations of insurance it carries for GLA-STEM to the Tennessee Department of Education. The school will not have athletics in Years 1 or 2. Plans have not been confirmed for Years 3 through 5.

## 2.7 Transportation

### **(a) How will you transport the students to and from your school daily, if applicable?**

GLA-STEM does plan to provide transportation of student transportation, inclusive of field trips, events or activities to other locations that are related to the school's academic plan or its focus on character development. Expectations are that students will be transported to school by parents, and/or caretakers as well. Additionally, students within walking distance can walk to and from school. Budgetary allocations have been made for students' daily transportation.

### **(b) How will you transport students to any extracurricular or after school activities, Saturday school, and /or field trips, where applicable. Also, include budgetary assumptions and the impact of transportation on the overall budget.**

(See answer to A)

### **(c) If applicable, outline your proposed transportation plan as follows:**

- **[NEW] Describe the plan for oversight of transportation operations (e.g. whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide the daily oversight:**
- **Describe how the school will transport students with special transportation needs and how that will impact your budget; and**

If a special needs student has or develops provisions in his/her IEP requiring transportation to and from school, GLA-STEM will provide transportation for that student in accordance with Tennessee state regulations/policies. The school will contract with Durham Transportation or the same services that are used for special needs children by the Shelby County Schools. Homeless students, particular those in homeless shelters, will be given the same outreach and aid for transportation needs.

- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**
- **Explain how you will ensure compliance with Tenn. Code Ann. §49-6-2116**

### **(d) If there are no plans to provide transportation, explain how students can get to school.**

## 2.8 Food Service

**Describe the school's proposed food service plan and include the following:**

**(a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations**

GLA-STEM will secure food services as for its students through the Shelby County School District Central Nutrition Center. SCS will conveniently deliver breakfast and lunch meals onsite daily at no costs to the charter school. The food delivery service is expected to be accompanied by a convenient SCS service provider. GLA-STEM classroom aides will assist in serving the meals in a common area that doubles as a cafeteria and a space for student assemblies. Meals for breakfast and lunch will be served on a scheduled basis by designated classrooms and times. The food service is funded through the US Department of Agriculture by the SCS school district, and, as such, is subject to provisions set forth by all applicable, state and federal guidelines. The number of meals served will be tallied and reported daily to the school's Office Manager by classroom aides.

**(b) Include any plans to meet the needs of low-income students**

Free food service is available for low-income students that meet the eligibility guidelines of the USDA Community Eligibility Provision (CEP) of *The Healthy, Hunger Free Kids Act* (HHFKA, Public Law 111-296). CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications.<sup>24</sup> Meals will be provided for all GLA-STEM students regardless of income status. GLA-STEM will pay for students when or if CEP or Title I Guidelines are not met.

**(c) How the school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).**

GLA-STEM will distribute applications for the free and reduced-price lunch program at school events and activities to parents. School staff will follow up with parents to ensure that the forms for the Community Eligibility Provision are completed and returned to the school. Appropriate and applicable data will be collected for all USDA reporting requirements.

---

<sup>24</sup> <https://www.fns.usda.gov/school-meals/community-eligibility-provision>



## 2.9 Additional Operations

Describe the school's plan for supporting operational needs of the following:

### (a) Technology:

- **Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section**

GLA-STEM will maintain an adequate number of laptops/netbooks for staff, teachers, and students to meet academic and operational needs for classroom use on an as-needed basis. Each student will be provided a netbook for daily classroom activities that primarily require Internet access. Each classroom will have a charging station to charge students' netbooks on an as-needed basis. Additionally, laptop caddies with charging stations will be rotated through classrooms for each content area and general instructions teacher. Mobile laptops will double for use at classroom computer stations on demand and for standardized testing. Teachers will be issued individual laptops to facilitate access to computers necessary to integrate technology throughout classroom instructions. Mobile computers also will be available for standardized testing. All computers will meet state specifications for testing.

MIST Break sessions will be used to insure no other applications or programs run on students' computers while standardized tests are being administered. (*The MIST system is a comprehensive online testing application that allows tests to be administered in a secure, proctored environment via the MIST Tester Station and the MIST Proctor Website.*)<sup>25</sup> GLA-STEM will implement a school-wide approach for students to gain exposure to the TN Ready Assessment. The school also will utilize Achieve 3000<sup>26</sup>, which is closely aligned to the state assessment to be performed by school personnel.

A school-wide computer lab that will house 30 computers will be established for use by students during regularly scheduled computer-learning periods. Students will visit the computer lab with their classrooms each week or as scheduled by the curriculum or on a periodic basis determined by teachers. Students can practice typing, complete digital media projects, and participate in supplemental Language Arts, Math, and technology programs. This computer lab also will be used for student online standardized testing on an as need basis.

GLA-STEM will have access to all state-required provisions via its up to 150 Megabyte data connection, including online access via Ethernet and WiFi for administrative and teacher reporting functions and requirements. Web browsers on computer systems, Chrome and Internet Explorer will be periodically updated as well. An Information Technology contractor will be accessible for necessary software installations and repairs that cannot be conducted by teachers or the school administrative staff.

- **The technology that will be required to meet the academic and operational needs of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**

---

<sup>25</sup> <https://wrap.misttest.com/Proctor/Home/SignIn>

<sup>26</sup> <https://wrap.misttest.com/Proctor/Home/SignIn>

GLA-STEM also will add a failsafe in the form of an additional data connection to the school. This connection primarily will serve as a backup Internet connection, which will allow students that are testing to continue testing if the primary Internet connection goes down. If the primary Internet connection fails, the secondary Internet connection is automatically activated. The school accounts for and provides required or needed technology to perform its responsibilities that are dependent on access to broadband. GLA-STEM allocates an adequate amount of its annual budget to ensure it can meet the requirements.

**(b) Student information management:**

- **Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.**

The LeFlore Foundation will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records. Electronic student data and records will be subject to security provisions including firewalls, passwords and other forms of protection that guard against illegal access to student data. Hard copies of students' private information will be maintained in locked storage cabinets in the Principal's office that can only be accessed by persons designated by the school leader/principal.

The school will contract with a data management software company to manage data incidental to academic performance, e.g. enrollment data, report cards, interim grades and assessment outcomes, and the plethora of interactions between students and instructors, and parents and students, i.e. commendations, disciplinary action, notes to parents, student stability, etc. The software will have portals that are password sensitive for parents, teachers, administrative staff and students. Student and parent information of a personal nature, i.e. IEPs, behavior incidents, family income status, etc., will be protected and accessible by the appropriate staff person or teacher. Ideally, the software also will have features for tracking administrative functions as well. If this is not possible or affordable, the school will utilize a hybrid system.

**(c) School health and nursing services:**

- **Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school**

Futuristically, GLA-STEM will work with one of three area community health centers funded by the US Department of Health and Human Services to place a School Nurse at the school full-time. The role of the nurse will be to support student learning by implementing strategies that promote student and staff health and safety, and take a leadership role by coordination of all school health programs.

- **Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.**

If GLA-STEM is successful in the placement of the nurse, when this individual is onsite s/he will report to the Assistant Principal. The responsibility for supervision of this individual will be the responsibility of the community health center that employs the nurse. Additionally, the services to

the students must be coordinated with student's health care providers and insurers which will impose another layer of health reporting requirements.

The school nurse performs a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education and assistance with decision-making about health, and immunization against preventable diseases. In addition, school nurses may provide interventions for acute and chronic illness, injuries and emergencies, communicable diseases, obesity, substance use and abuse, adolescent pregnancy, mental health, dental disease, nutrition, and sexually transmitted infections.

**(d) Safety and security:**

- **Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations.**

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of the Board and school leadership. GLA-STEM has developed policies in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation.

Through a contracted provider, GLA-STEM will employ a school resource officer to assist with safety. The school also will partner with the Memphis City Police to be part of the safe school zone that places an officer in the school area before and after school. The school leaders are responsible for seeing that day-to-day practice of safety is a part of the school, including the instructional program. GLA-STEM school leadership personnel will observe the halls and grounds of the school daily to ensure the academic achievement and safety of GLA-STEM scholars. Vigilance by school leadership serves as an inexpensive deterrent to anyone who would attempt to breach the safety and security of our students and campus.

Procedures to adequately protect school property shall include (but not be limited to): controlling the issuance of building keys and master keys; permitting access to classrooms, labs, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty and staff supervision; securing teacher work areas when being left unattended and at the end of the day; utilizing a flash intercom system; permitting access to the school through office approval; and patrolling the school premises during after-hour activities, e.g. PTO meetings, incidental events, community/school meetings, etc. GLA-STEM will have a video monitoring system to deter unwanted visitors and risky student behaviors.

- **What will be the process and timeline for creating a school crisis plan?**

A School Crisis Plan will be developed during the GLA-STEM Start-Up period and finalized within one month of operations. The school leadership will work in conjunction with the Memphis Police Department, Shelby County Sheriff Department, Memphis Fire Department, and the nearest hospitals, Germantown Methodist and Baptist East, to establish contingencies for life-threatening events that may require emergency interventions. Additionally, input will be sought from staff and teachers during the pre-opening professional development period. The plan will be in play and 90% ready to be activated upon initiation of school operations. As part of the plan students, teachers, and staff will participate in preparedness drills on a regular basis.

**(e) School maintenance.**

- **Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.**

GLA-STEM will hire one custodian in Year 1. This individual will have responsibilities that include picking up trash, sweeping, mopping, vacuuming, or using industrial cleaning equipment to clean floors, cleaning and stocking bathrooms, making sure buildings are secure, cleaning windows, and minor building maintenance and repairs. A second custodian will be hired in year three. The school will hire one building engineer in Year 1 to conduct maintenance activities, e.g. day-to-day maintenance of HVAC, energy management, electrical, plumbing, lighting, life safety, fire protection, and security systems, etc. to keep the school operating efficiently and free from hazards or safety violations.

**(f) Any additional operations as applicable.**

Additional operations will be subject to changes and/or additions to the school's academic plan and parent and community coordination activities.

Human Resources. The Human Resources Coordinator will have the responsibilities and duties of posting jobs; evaluating applicants; conducting recommended interviewing processes and protocols; implementing a performance evaluation system and compensation scale; monitoring and assigning employee benefits; hiring teachers and staff; and conducting necessary suspensions or firings.

Financial Management is an activity that will be performed under contract with a local accounting firm that has had extensive experience in conducting financial management activities for Tennessee charter schools. The firm will develop, install and implement automated financial accounting systems; supervise GLA-STEM staff in the day-to-day operations of accounting systems; assist in writing accounting/financial policies and procedure manuals; perform after the fact bookkeeping, including maintaining for the school all required financial records, preparing financial statements, establishing and maintaining internal accounting controls and financial documentation to ensure that the organization meets the financial reporting requirements of local, state and federal governmental entities as well as funding agencies; Install and implement general office automated systems; and provide staff training. The contractor will report to the School Principal and presentations will be made to the board on a quarterly basis.

**(g) If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail.**

This section is NOT APPLICABLE. GLA-STEM will not contract with a CMO.

**2.10 Waivers**

**Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meets its goals or comply with its mission statement.**

<b>T.C.A. Citation</b>	<b>Description of Statue</b>	<b>Proposed replacement policy or practice</b>	<b>How this waiver will increase student achievement</b>
TCA Statute: <b>49-6-3004. School term.</b>	Each public school system shall maintain a term of no less than two hundred (200)	The school will operate 200 days. 10 days will be	Teachers and staff will receive adequate

	days, divided as follows: <b>(1)</b> One hundred eighty (180) days for classroom instruction; <b>(2)</b> Ten (10) days for vacation with pay for a two hundred-day term, eleven (11) days for vacation with pay for a two hundred twenty-day term, and twelve (12) days for vacation with pay for a two hundred forty-day term; <b>(3)</b> Five (5) days for in-service education; <b>(4)</b> One (1) day for teacher-parent conferences; <b>(5)</b> Four (4) other days as designated by the local board of education upon the recommendation of the director of schools.	allocated for professional development (in service education)	training to enhance student academic performance goals; parents will be better acclimated to the school's academic plan and student expectations.
--	---	---	---

State Board of Education Rule or Policy	Description of Rule or Policy	Proposed replacement policy or practice	How this waiver will increase student achievement
<b>TN State Board Rule 0520-01-03-07:</b>  Minimum requirements for the approval of public schools Chapter Library Information Center, Requirement F:	(1) School library information center. (a) All school library information centers shall serve as resources for students, teachers and community members to strengthen student learning. School library information specialists shall work closely with classroom teachers. 3. In a school with fewer than 400 students, the principal or staff member designated by the principal shall serve as a library information coordinator.	Maintain library collections in each classroom (years 1 and 2). A staff member designated by the Principal will: (1) coordinate library activities and work with teachers to choose appropriate books and materials for each grade level; and (2) organize classroom libraries for use by the students under the supervision of a classroom teacher. Library in-school use will be augmented by field trips to local libraries.	Students will be guaranteed exposure to current and up-to-date resources through regular additions and replacements of materials and increased availability of resources tailored to classroom instructions by classroom teachers.

## SECTION 3 FINANCIAL PLAN AND CAPACITY

### 3.1 Planning and Budget Worksheet (SEE Attachment O)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year.

For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's website. Provide, as Attachment O, a detailed budget for the proposed school. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
  - Student enrollment;
  - All anticipated funding sources , including:
    - o Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
    - o Other government resources;
    - o Private fundraising;
  - o eRate;
  - o Student fees;
  - Compensation, including:
    - ☐ Salary table and number of staff by position;
    - ☐ Yearly pay increases; and
    - ☐ Pension contribution and other benefits
  - Line items for each major expense and delineation of assumptions, including:
    - ☐ Instructional materials and supplies;
    - ☐ School equipment and furniture;
    - ☐ Technology for student and instructional use;
    - ☐ Professional development;
    - ☐ Student assessments;
    - ☐ Student information system;
    - ☐ Special education services;
    - ☐ Student activities;
    - ☐ Contracted services at school (audit, I/T, PD, etc.);
    - ☐ Rent and utilities;
    - ☐ Office supplies and equipment;
    - ☐ Technology for administrative use;
    - ☐ Fundraising materials and resources (non-staff);
  - School start-up costs;
  - Management fees and any other management compensation to the CMS or network (if applicable);
  - Facility scenarios; and

- Capital, contingency, and insurance reserve funds.

### 3.2 Budget Narrative (SEE Attachment P)

As Attachment P, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

- (a) A plan for compliance with state and federal accounting and reporting requirements;
- (b) How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (c) An explanation of student enrollment and BEP projections;
- (d) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (c) An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;
- (d) The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;
- (e) How the school will provide an independent annual audit of organizational and school level financial and administrative operations;
- (f) Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;
- (g) The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;
- (h) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (i) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;
- (j) How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and
- (k) If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

## ATTACHMENT A

**THE GENTLEMEN AND LADIES STEM ACADEMY**  
**[PROPOSED] ANNUAL CALENDAR**  
**August 2020 to June 2021**

Date	Event
<b>2020</b>	
July 28 <sup>th</sup> – August 7 <sup>th</sup>	Staff Professional Development/Orientation
August 6 <sup>th</sup> – 7 <sup>th</sup>	Registration
August 10 <sup>th</sup>	1 <sup>st</sup> day for students
September 7 <sup>th</sup>	Labor Day Holiday
September 29 <sup>th</sup>	Open House
October 6 <sup>th</sup> -7 <sup>th</sup>	Testing All Grades
October 8 <sup>th</sup>	First Quarter Grade Report Issued
October 9 <sup>th</sup>	Professional Development
October 12 <sup>th</sup>	Columbus Day
October 12 <sup>th</sup> -16 <sup>th</sup>	Fall Break
October 27 <sup>th</sup>	Parent/Staff Meeting
November 11 <sup>th</sup>	Veterans Day Holiday
November 23 <sup>rd</sup> -27 <sup>th</sup>	Thanksgiving Holiday
December 17 <sup>th</sup>	Second Quarter Grade Report Issued
December 21 <sup>st</sup> – January 4 <sup>th</sup> 2021	Holiday Break
<b>2021</b>	
January 4 <sup>th</sup>	Return to School
January 7 <sup>th</sup>	Parent/Staff Meeting
January 17 <sup>th</sup>	Martin Luther King, Jr. Holiday
February 15 <sup>th</sup>	President's Day Holiday
February 17 <sup>th</sup> - 18 <sup>th</sup>	Testing All Grades
February 25 <sup>th</sup>	Staff Professional Development
March 2 <sup>nd</sup>	Writing Assessment
March 11 <sup>th</sup>	Third Quarter Grade Report
March 5 <sup>th</sup>	Parent/Staff Meeting
March 15 <sup>th</sup> – 19 <sup>th</sup>	Spring Break
March 25 <sup>th</sup>	Staff Professional Development
March 30 <sup>th</sup> – 31 <sup>st</sup>	Testing All Grades
April 2 <sup>nd</sup>	Good Friday Holiday
April 27 <sup>th</sup> -28 <sup>th</sup>	State Mandated end of grade/end of year testing
May 27 <sup>th</sup>	Last Day of Classes/End of Fourth Quarter
May 31 <sup>st</sup>	Memorial Day Holiday
June 3 <sup>rd</sup> - 4 <sup>th</sup>	Staff Professional Development
June 4 <sup>th</sup>	Cumulative Grade Reports

## School Calendar

The school year will consist of 180 instructional days and 10 teacher workdays. There will be at least 5 teacher workdays at the beginning for preparation and professional development, 3 workdays during the year for grading and staff development, and 2 days at the end of the school year for grading, professional development, and close-out. There will also be 2 early release days for students/staff development. This schedule is subject to change and more closely align with the annual calendar for Shelby County Schools in 2020-2021 once released.



## **ATTACHMENT B**

### **GENTLEMEN AND LADIES STEM ACADEMY [PROPOSED] STUDENT-PARENT HANDBOOK 2020-2021**

**(Inclusive of policies adopted from Shelby County Schools 2018-2019 Student-Parent Handbook)**

#### **NON-DISCRIMINATION**

**(POLICY #1009)**

GLA-STEM/Shelby County Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Federal Rights Coordinator for students: TBD

Federal Rights Coordinator for employees: TBD

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

#### **VISITORS TO SCHOOLS**

Except on occasions such as school programs, athletic events, open house and similar events at which the general public is invited, all persons with the exception of school district personnel and students entering the school buildings or school grounds at which they are enrolled are prohibited from entering any school building or school grounds unless they have first reported to the school office and been granted permission to enter the school building or school grounds by the school principal or his/her designee. The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or on the premises for the purpose of committing an illegal act.

#### **SCHOOL FEES AND DEBTS**

**(POLICY #6047)**

A. Requested Fees (may only be requested)

The following fees may be requested from but not required of any student, regardless of financial status:

1. Fees for activities that occur during the school hours (the required one hundred eighty (180) instructional days), including field trips, any portion of which fall within the school day; or for activities outside regular school hours if required for credit or grade;
2. Fees for activities and supplies required to participate in all courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit in accordance with local board policies;
3. Refundable security deposits collected by a school for use of school property for courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit.

**B. Required Fee/Fines (may be required)**

The district may require and collect the following fees/fines from students:

1. Fines imposed on all students for late-returned library books; parking or other traffic fines imposed for abuse of parking privileges on school property; or reasonable charges for lost or destroyed textbooks, library books, workbooks or any other property of the school;
2. Debts incurred to a school;
3. Refundable security deposits collected by a school for use of school property for participating in extracurricular activities;
4. Costs for extracurricular activities occurring outside the regular school day including sports, optional trips, clubs or social events; and
5. Non-resident tuition charged of all students attending a school system other than the one serving their place of residence.

More information regarding the fee waiver process can be found at: <http://www.scsk12.org/uf/policy/>

**CHILD CUSTODY/PARENTAL ACCESS**

(POLICY #6058)

GLA-STEM/Shelby County Schools requires students to be enrolled in and registered for school by their custodial parent or legal guardian or a person who provides the school with written permission from the custodial parent/legal guardian to register the student (see policy on School Admissions – 6002). Unless a Tennessee court specifies otherwise, the custodial parent or legal guardian shall be the one whom the district holds responsible for the education and welfare of that student.

Parents and/or legal guardians shall have the right to receive information contained in school records concerning their minor child. However, the personal information of a custodial parent and/or legal guardian shall not be released to a non-custodial parent with the child's education record. The board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's rights to be kept informed of the student's progress and activities. If restrictions are made relative to the rights

of the noncustodial parent, the custodial parent and/or legal guardian shall be requested to submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall be granted reasonable access to the student at the school and shall be given access to all the student's educational records including, but not limited to, the student's cumulative file and the student's special education file, if applicable.

No principal or teacher shall permit a change in the physical custody of a student at school unless:

1. The person seeking custody of the student presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the student; and
2. The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.

## PROMOTION AND RETENTION

(POLICY #5013)

### Assessment

Regular assessment is important in order to guide the provision of academic services, enhance district and classroom instructional strategies, and measure student learning and students' progress toward meeting the district's academic achievement standards.

Therefore, the district shall employ a comprehensive student assessment system to help ensure that students remain on course to meet the academic achievement standards of the district and on target to meet the grade level standards recognized by state and federal governments.

### Promotion and Retention Decisions

Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered in deciding what is best for the student should include:

1. current skill level;
2. the student's age;
3. achievement potential;
4. previous performance;
5. evaluative data;
6. chances for success with more difficult material when current skills are inadequate;
7. number of absences;
8. previous retention;
9. maturity level;

10. standardized test results; and

11. what benefits can be accomplished by retention.

#### Promotion

Promotion shall be based on skill mastery and shall be considered on the basis of what is best for the student in terms of school success.

#### Conditional Promotion and/or Assignment to Transitional Classes

If a student's ability to succeed at the next grade level is highly questionable, consideration shall be given to conditional promotion and/or assignment to transitional classes if such classes exist.

#### Retention

Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate skills mastery. Retention will be considered on an individual basis. Deficiencies in several of the factors to be considered in deciding what is best for the student that are listed above indicate that retention shall be considered. Retention, however, should not be used as a punitive measure or as a way to hold a student back because of parental wishes when a student's performance does not warrant it or when the school feels retention is inappropriate.

#### Special Consideration

Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

#### Third-Grade Promotion/Retention

A student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, such student may be promoted if the student participates in a Shelby County Board of Education approved research-based intervention prior to the beginning of the next school year. This provision shall not apply to students who have IEPs pursuant to 20 U.S.C. § 1400 et seq.

A collectively developed educational plan, which suggests different strategies and materials, should be considered for every student to be retained. The superintendent (or designee) shall monitor the progress of the retained students.

#### Academic Interventions

It is expected that interventions will occur on an ongoing basis and that effective intervention strategies may result in a student's promotion. Therefore, instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by principals on a regular basis.

#### Required Interventions

Academic interventions shall be required for the following students:

- Students who are not making satisfactory progress toward academic benchmarks;

- Students who have not met promotional standards by the end of the school year (retained students);
- Students who are one or more years behind grade level in a course or grade;
- Students not performing at the level to meet the College Readiness Benchmarks, as defined by ACT.

#### Student Evaluation and Intervention – Grades 3-8

A criterion-referenced test will be administered in subjects and grade levels in accordance with policy of the State Board of Education. Based on achievement data from the benchmark years 3, 5, and 8, there shall be a research-based intervention initiated by the local education agency for students scoring below proficient in reading, language, and mathematics on the criterion referenced portion of the state achievement test. The intervention shall occur during the year following the benchmark assessment data. Evidence of compliance with this requirement shall become a component of the school improvement plan.

#### English Language Learners (ELL)

ELL students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the sole factor in determining that a student has not met performance standards for promotion. Intervention strategies shall include, where appropriate, assistance in the development of English language proficiency.

#### Students with Disabilities

To the maximum extent appropriate, students with disabilities shall be governed by SCS student standards established for students without disabilities. Students with disabilities who meet the requirements established by the Tennessee Board of Education shall earn regular diplomas. All enrichment, interventions/remediation, opportunities, benefits and resources made available to students without disabilities shall be made available to students with disabilities. Students with disabilities may be exempt from promotion/retention standards if an Individualized Education Plan (IEP) team determines that the student does not have the ability to successfully meet general curricular standards.

Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of state assessment.

#### Parent Concerns

Parents who disagree with the decision of the teacher(s) and principal regarding the promotion or retention of a student may appeal the decision to the superintendent or his designee. The decision of the superintendent or his designee shall be final.

#### TEXTBOOKS AND INSTRUCTIONAL MATERIALS

(POLICY #6029)

#### Distribution and Access

Students are provided access to textbooks/instructional materials to enhance the learning process.

Additionally, individual copies of textbooks may be distributed/issued to students. In accordance with state law, every student shall be permitted to take any textbook specifically issued to the student home for the purpose of studying the textbook. This does not prevent the school or a teacher from requiring a student to return the textbook during school hours.

#### Care and Protection

Textbooks/instructional materials are issued to the students with the understanding that the textbooks/instructional materials will be properly maintained and returned at the appointed time. Sanctions will be invoked in the event that a student refuses to pay for lost or damaged textbook/instructional materials at the replacement cost less reasonable depreciation. Sanctions are intended to prohibit lost or damaged textbooks/instructional materials through willful intent or neglect and include:

1. The withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made.
2. The refusal to issue any additional textbooks/instructional materials until restitution is made. (However, access to textbooks/instructional materials shall be provided.)

Nothing in this policy shall prohibit any student or parent from voluntarily purchasing textbooks/instructional materials.

#### ADMISSION AND ENROLLMENT

##### (POLICY #6002)

Only the residence of the parent with legal custody may be used for registration. (T.C.A. §49-6-3103) In cases where parents have joint custody, only the address of the parent named as the primary residential parent may be used for registration. The parent whose residence qualifies the student to be registered is the parent the school personnel will consider as the custodial parent. The noncustodial parent may receive school records when a written request is given to the school principal in compliance with T.C.A. §49-6-902 or T.C.A. §36-6-104.

#### Student Assignment

All school aged students attending school within the Shelby County Schools boundaries are assigned to schools based on their residence, as is reflected by the residence of their custodial parent/legal guardian/custodian. A student whose care, custody and support has been assigned to a resident of Shelby County in the Shelby County School District by power of attorney or order of the court shall be enrolled in school provided appropriate documentation is reviewed and approved by the district. Thereby, all students who live in the County of Shelby in the Shelby County School District with their parents/legal guardians/custodians shall be admitted to the public schools without payment of tuition. Proof of legal residence and legal custody may be required.

#### Entrance Age

A child must be five (5) years of age on or before August 15th for the 2020-2021 school year.

A child must be six (6) years of age on or before September 30th of the current school term to be admitted to the first grade. All children entering the first grade must have attended an approved kindergarten.

Any transfer student legally enrolled as a first grade student in another state who will be six (6) years of age no later than December 31st of the current school year, making application for admission, shall be eligible for enrollment in the Shelby County Schools.

Any child legally enrolled in an approved kindergarten in another state during the preceding school year and who could have enrolled in the first grade in that state in the current school year, making application for admission, shall be eligible for enrollment in the first grade in the Shelby County Schools provided he/she is six (6) years of age on or before December 31st of the current year.

Students with disabilities who reside within the Shelby County School District may be enrolled in Shelby County Schools provided the eligibility requirements determined by the state of Tennessee have been met.

#### Cut-off Date for Entering Kindergarten

Parents/legal guardians/custodians are encouraged to enroll students who are of legal age in kindergarten at the beginning of the school year. Students who have not been enrolled previously in kindergarten will not be accepted after the first thirty (30) days of the school year. Students who have been enrolled previously in an approved kindergarten will be accepted at any time. Students enrolling in kindergarten who have not previously enrolled in any school will furnish the following:

1. Certified birth certificate: Other evidence of age is acceptable only if the certificate is not available, such as a foreign born student, and only if approved by the Department of Attendance and Discipline.
2. Proof of Immunization: Please see the preceding section entitled "Immunization (New State Immunization Rules and Certificate)."
3. Physicals: Physical examinations are a requirement for entry into kindergarten or new students entering a Tennessee school for the first time (within the last 12 months is acceptable).

Out-of-state physicals for entering students in kindergarten or a Tennessee school for the first time are acceptable; however, documentation on the Tennessee Immunization Certificate is necessary for submission to the school along with all immunizations transferred to the Tennessee Department of Health Immunization Certificate. Proof of physical exam is required.

4. Social Security Card: Students who cannot provide a social security number will be assigned a personal identification number. The General Office Secretary (GOS) is provided instruction as to procedure to assign PIN numbers at their inservice. Students cannot be denied admission to public schools because they did not provide a social security number at registration.

#### General Enrollment

Proof of legal residence and legal custody shall be required for enrollment in school (unless otherwise prohibited by law and/or board policy).

#### First-time Enrollment

The parent/legal guardian/custodian of any student entering school for the FIRST TIME must present:

1. At the time of registration, officially acceptable evidence of date of birth (Examples include documents such as birth certificates, visas, passports, or adoption documentation.)

With regard to birth certificates, the name used on the records of a student entering school must be identical to the name shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent/legal guardian/custodian does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth. Exceptions will be made for students who meet the federal homeless/migrant provisions and guidelines;

2. Evidence of a current medical examination the medical examination must be completed by a doctor of medicine, osteopathic physician, physician assistant, certified nurse practitioner, or a properly trained public health nurse; and

3. Evidence of state-required immunizations parents or legal guardians shall be responsible for having their children immunized against designated diseases as authorized by the Tennessee Commissioner of Health.

#### Proof of Residency

Unless otherwise prohibited by law, parents/legal guardians/custodians having lawful control of students (proof of legal custody shall be required) must provide the following proof of residence in order to enroll a student in Shelby County Schools.

#### General Proof of Residency

The parents/legal guardians/custodians having lawful control of the student must provide two (2) of the following items listed below:

1. Driver's license or other state or government (military) issued identification bearing the address at which the student will be residing during the current school year;
2. Most recent MLGW or municipal water bill of the owner, renter or lessee of the home in which the student will reside during the current school year;
3. Mortgage statement or deed of the owner of the home in which the student will reside during the current school year;
4. Lease of the lessee of the home in which the student will reside during the current school year;
5. Rental agreement of the renter of the home in which the student will reside during the current school year;
6. Real Estate tax receipt;
7. Public assistance/government benefits check, card, or papers;



8. In the event that two (2) of the items listed above cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

#### Shared Residency Requirements

Unless otherwise prohibited by law, in the case in which a student resides with his/her parents/legal guardians/custodians having lawful control of the student in the home of someone else, the following proof of shared residency must be provided in order to enroll a student in the Shelby County School District:

A. Unless otherwise approved by the department responsible for verifying residency, the homeowner of the home in which the student resides must accompany the parents/legal guardians/custodians to registration and provide two (2) of the items listed in the General Proof of Residency Section above; and

B. The parents/legal guardians/custodians having lawful control of the student claiming shared residency must provide two (2) of the following items listed below:

1. Driver's license or other State or Government (military) issued identification of the parent/legal guardian/custodians having lawful control of the student, bearing the address at which the student will be residing during the current year;
  2. Car registration of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;
  3. Voter registration of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;
  4. Payroll stub of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;
  5. Three (3) significant pieces of mail with a forwarding sticker bearing the address at which the student will be residing during the current school year;
  6. Government Assistance Communication directed to the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year.
7. In the event that two (2) of the items listed directly above cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

The parents/legal guardians/custodians of homeless students shall not be subject to the provisions outlined in the Shared Residency Requirements section above.

#### Fraudulent Enrollment

##### Suspicion of Fraudulent Enrollment

If the school suspects that a student is fraudulently enrolled but is unable to substantiate the suspicion, the principal will report the information to the department responsible for verifying residency for

further investigation. The student will remain enrolled at the school while the investigation is conducted. All referrals for residency verification will come directly from the principal or the principal's designee.

If it is verified that a student is out-of-zone or out-of-district, then a letter will be sent to the parents/legal guardians/custodians advising that the student must be immediately withdrawn and should be enrolled by the parent in the appropriate school or district. The school will also receive a copy of this letter. When questions of residency cannot be conclusively determined by the department responsible for verifying residency, the cases will be referred to the superintendent (or designee) for district level administrative review.

#### District-level Administrative Review for Out-of-Zone Fraudulent Enrollment

Cases of out-of-zone fraudulent enrollment that are investigated and substantiated through district-level administrative review will result in immediate withdrawal of the student and advisement to the parent to enroll the student in the appropriate school.

#### Out-of-District Fraudulent Enrollment

Cases of out-of-district fraudulent enrollment that are investigated and substantiated through district-level administrative review will be forwarded to Shelby County Schools' General Counsel as deemed appropriate. After conferring with all offices involved in the investigative process, Shelby County Schools' General Counsel will make a determination about pursuing legal remedies pertaining to fraudulent enrollment. "Any parent, guardian, or other legal custodian who enrolls an out-of-district student in a school district and fraudulently represents the address for the domicile of the student for enrollment purposes is liable for restitution to the school district for an amount equal to the local per pupil expenditure identified by the Tennessee Department of Education for the district in which the student is fraudulently enrolled." In the case of out-of-state enrollment, the "parent, guardian, or other legal custodian is liable for restitution to the school district for an amount equal to the state and local per pupil expenditure identified by the Tennessee Department of Education. Restitution shall be cumulative for each year the child has been fraudulently enrolled in the system. Such restitution shall be payable to the school district and, when litigation is necessary to recover restitution, the parent, guardian, or other legal custodian shall be liable for costs and fees, including reasonable attorneys' fees, incurred by the school district." TCA § 49-6-3003.

In the event that a person, other than a student's parent, guardian, or other legal custodian, provides proof that the parent, guardian, or other legal custodian and student are residing in his/her home, that person shall sign a statement affirming that the student is in fact residing in their home. The person signing the statement affirming that the student is residing in their home shall also sign an agreement that if they are found to have falsely represented that the student is residing in their home, the person signing the statement shall be responsible for paying to Shelby County Schools, an amount equal to Shelby County Schools' local per pupil expenditure identified by the Tennessee Department of Education. A student relying upon proof of residency of a person other than the student's parent, guardian, or other legal custodian shall not be enrolled in Shelby County Schools unless the person providing the proof of the student's residence signs the aforementioned agreement, except where prohibited by law or policy (e.g., homeless students).

In accordance with state law, fraudulent enrollment cases which are substantiated and identified as being cases for which a legal remedy should be sought by Shelby County Schools' General Counsel, will be legally pursued using the remedies available under TCA §49-6-3003.

#### Determination of Fraudulent Enrollment

When it is conclusively determined that a student is out of the Shelby County School District or his/her assigned attendance zone due to fraudulent enrollment, the school will send a standardized letter to the parents/legal guardians/custodians stating that the student will be withdrawn. The withdrawal date provided by the school will be no less than two (2) and no more than six (6) business days from the date the letter is issued. Once a letter is sent to the parents/legal guardians/custodians, staff from the department responsible for verifying residency will conduct future dialogues with the parents/legal guardians/custodians, if necessary.

#### Homeless Students

Homeless students shall have equal access to the same free appropriate public education as provided to other students.

1. The McKinney-Vento Act (Section 725) defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, camping grounds, or similar settings due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings (cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations);
- Migratory children who qualify as homeless because they are living in circumstances described above; or
- Unaccompanied youth, including youth not in the physical custody of a parent or guardian, such as runaways and youth denied housing by their families.

2. The aforementioned youth have the following rights:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment (e.g., such as previous academic records, immunization records, proof of residency or other documentation);
- The right to attend 1) his/her school of origin, 2) last school attended, or 3) the school in the attendance area where the family or youth is currently residing, based on the parent’s request or views

of an unaccompanied homeless student and where feasible to the district considering the best interests of the student;

- The right to receive transportation to his/her school of origin, if this is requested by the parent or district staff charged with assisting homeless students;
- The right to services comparable to those received by housed schoolmates, including transportation and supplemental education services;
- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.

The rights of homeless students as defined above shall be posted in all schools and other places around the community (e.g., shelter, soup kitchen, etc.).

District staff charged with assisting homeless students shall be identified by the superintendent (or designee) and shall ensure that services and information regarding the rights existing under federal law are provided to students and parents who are homeless.

#### Power of Attorney for Childcare (T.C.A. §34-6-302) (Policy #6002)

Parents of a minor child may delegate to any adult person residing in this state temporary care-giving authority regarding a minor child when hardship prevents the parent(s) from caring for the child. Hardships identified are:

1. The serious illness or incarceration of a parent or legal guardian;
2. The physical or mental condition of the parent or legal guardian is such that care and supervision cannot be provided;
3. The loss or uninhabitability of the child's home as the result of a natural disaster.

When one of the above hardships is applicable, the custodial parent(s) and the caregiver must make an appointment to meet with Student Equity Enrollment and Discipline (S.E.E.D) in order to complete the application for Power of Attorney. Hardships not listed above should be referred to juvenile court to change the custody.

#### ATTENDANCE, ABSENCES, TRUANCY, AND WITHDRAWAL

(POLICY # 6010, 6011, 6012, 6014, & 6016)

##### Attendance

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters. A copy of this calendar is included at the front of this handbook.

#### Enrollment of Students Beyond Compulsory Attendance Age (Policy #6010)

During the first twenty (20) days, students beyond compulsory attendance age [eighteen (18) years of age or older] who have been continuously enrolled with the district may register for school through the standard registration process. However, upon enrollment, all such students shall meet with their school principals and other appropriate staff to evaluate academic options and make appropriate education placement referrals for the students, including overage for grade students; and outline the academic and behavioral expectations of the student within the school.

An application for admission must be evaluated for approval by the principal for a person eighteen (18) years of age or older who:

1. has dropped out of school and wants to re-enter; or
2. fails to enroll within twenty (20) school days after school officially starts, unless one or more of the following applies:
  - a. The student can show proof of satisfactory attendance in another school system during the first twenty (20) day period.
  - b. A doctor's certificate states that illness has prevented enrollment during the first twenty (20) day period.
  - c. The district is required to permit the student to enroll under the Individuals with Disabilities Education Act.

Students not initially accepted for enrollment by the principal may then contact the district department responsible for student services for possible enrollment.

#### Attendance of Students Beyond Compulsory Attendance Age (Policy # 6011)

Any student having passed the compulsory attendance age may be dropped from the rolls after three (3) consecutive unexcused absences, or an aggregate five (5) unexcused absences, from class or school, upon approval of the superintendent (or designee).

#### Compulsory Attendance (Policy# 6012)

Students between the ages of six (6) and seventeen (17), both inclusive, must attend a public or non-public school. The principal shall be responsible for the initial placement of students entering school for the first time. A parent/guardian or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the superintendent (or designee) for a one (1) semester or one year deferral in required attendance. Any such deferral shall be communicated to the principal of the school that the student would have attended. In accordance with the provisions outlined in the state law, the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law.

#### Attendance and Excuses (Policy #6014)

The Shelby County Board of Education believes that regular attendance is a necessary requirement of all students. All students are expected to attend school on each day that school is officially in session and

remain at school for the entirety of the school day. Only the following reasons will be considered for excused absences:

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:
  - a. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
  - b. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
  - c. Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
  - d. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.
8. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:

(1) The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and

(2) The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence.

The written request shall include:

(A) The student's full name and personal identification number;

(B) The student's grade;

(C) The dates of the student's absence;

(D) The reason for the student's absence; and

(E) The signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student.

The principal or the principal's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity.

The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, such the principal shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities.

Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.

A written statement within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence.

If necessary, verification is required from an official source to justify absences.

All absences other than those outlined above shall be considered unexcused.

Parents may appeal unexcused absences to their child's school principal (or designee). The appeal must be: (1) in writing and include documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by the District that is referenced in policy 6016 Truancy District; and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Principal (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the principal (or designee) that is compliant with applicable law and district policy is final. (This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6-3010.) Questions regarding school-level decisions may be directed to the district department

responsible for academic school operations. Parents may direct their questions to the Office of Student Equity, Enrollment, and Discipline (S.E.E.D.) at 901.416.6007.

#### Make-up Work

In the event of an excused absence, students are expected to make up work missed within a reasonable time.

In the event of an unexcused absence, one day of makeup time shall be allowed for each day of unexcused absence, if the following conditions are met. The parent of a student or a student with an unexcused absence must submit a written request to the teacher to makeup the work and must participate in an appropriate intervention (e.g., student or parent conference with the teacher, Saturday school, online tutorial, other appropriate intervention determined and scheduled by the teacher).

For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law.

#### Truancy (Policy #6016)

Unauthorized absence from school is considered truancy and will be treated as such. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled and remedial programs that are offered at no cost to parents provided that prior to requiring the student to attend the program a commitment of transportation is provided to those students who qualify for transportation to and from school. The principals, in coordination with any teachers who provide instruction to a student and any other appropriate school faculty, shall make the decision to require the student's attendance at such remedial instruction occurring outside of the regular school day, including but not limited to programs conducted during the summer and after the conclusion of the regular school day pursuant to state law.

#### DRIVER'S LICENSE OR PERMIT

(T.C.A. §49-6-3017)

To obtain a driver's license or permit to drive in Tennessee, the Department of Safety requires each person between the ages of fifteen (15) and seventeen (17) inclusive to:

1. Obtain a Certificate of Compulsory Attendance, and
2. Pass a Driver's Education class OR have a learner's permit (for at least three months)

The Certificate of Compulsory Attendance is provided by the high school attendance office to students who meet the legal requirements of compulsory attendance, in addition to currently passing three (3) full unit subjects or the equivalency. To maintain the driver's permit or certificate, the student must continue to meet the legal requirement of compulsory attendance and the academic requirement of currently passing three (3) full unit subjects or the equivalency. (T.C.A. §49-6-3017(c))

#### Motor Vehicle or Permit License Revocation

In accordance with state law, any student fifteen (15) years of age or older who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for motor vehicle or permit license revocation.



A student shall be deemed academically deficient if he/she has not received passing grades in at least three (3) full unit subjects or their equivalency at the end of semester grading.

A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total unexcused absences during a single semester, unless the absences are due to transfer or are beyond the student's control. The superintendent (designee), with the assistance of the attendance teacher and any other staff or school personnel, shall be the sole judge of whether unexcused absences are due to circumstances beyond the student's control. Suspensions shall be considered unexcused absences. Suspension, expulsion or confinement in a correctional institution shall not constitute a circumstance beyond the control of a student. A copy of the notice sent to the Department of Safety by school personnel shall also be mailed to the student's parent or guardian.

#### INTERSCHOLASTIC POLICY

##### (POLICY #6051)

All middle schools (6-8) and high schools (9-12) in Shelby County are members of the Tennessee Secondary Schools Athletic Association (TSSAA) and as members follow its rules and regulations. Academics and conduct requirements must be met by participants on middle and high school teams; as well as eligibility requirements established by TAMS and TSSAA. Any pupil participating as a member of any interscholastic athletic team must have a complete annual medical examination prior to participation. Specific eligibility requirements may be obtained from the coach or administration of the school. For additional information and requirements related to participation in interscholastic athletics, please see Policy #6051 in the SCS Policy Manual located on the SCS web page at [www.scsk12.org](http://www.scsk12.org).

#### STUDENT ASSIGNMENT AND EVALUATION OF PUPIL PROGRESS

##### (POLICY #6049)

##### Assignment of Students to Classes

The assignment of students to classes and classes to teachers is the responsibility of the principal. Each school shall develop and publish for students and parents any criteria and/or processes involved in the selection and assignment of classes.

#### STUDENT RECORDS AND CONFIDENTIAL INFORMATION

##### (POLICY #6003)

The Family Educational Rights and Privacy Act (commonly known as "FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) affords parents (which includes legal guardians) and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal (or appropriate school official) a request form that identifies the records they wish to inspect. The parent or eligible student must provide two types of identification prior to reviewing the student's record, with one piece of identification containing a photo of the requester. The school official

will make arrangements for access and notify the parent or eligible student of the date, time and place where the records may be inspected. If the parent or eligible student is unable to inspect and review the educational record, the District will arrange other ways to make the record available or copy the record. A fee for copying records for a custodial or noncustodial parent may be charged, depending upon the amount of information requested. The District may also charge a fee when third parties request copies of records.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should complete and submit to the District department responsible for student information a form stating explicitly why it is believed that the information is inaccurate, misleading or an invasion of privacy and how the record should be amended. If SCS decides not to amend the record as requested, it shall inform the parent or eligible student of its decision and of his/her right to a hearing. The request for a hearing must be submitted to the District department responsible for student information. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. Circumstances where FERPA authorized disclosure of student education records without consent.

FERPA permits disclosure of student education records, without consent to school officials with legitimate educational interests in accessing such information. SCS defines a "school official" as a person employed by the District as an administrator, supervisor, instructor, counselor, researcher, or support staff person; a person serving on the school board who needs the information for an officially designated purpose; a person or company with whom the District has contracted to perform a specific task; and a contractor, consultant, volunteer, or other outside party to whom the District has outsourced institutional services or functions that it otherwise would use employees to perform, provided that the entity is under the direct control of the District with respect to the use and maintenance of education records and is subject to the same conditions governing the use and re-disclosure of education records as the District. SCS considers a school official to have a "legitimate educational interest" if the official needs to review an education record in order to fulfill his/her duties as identified by the District. SCS does not release educational records to school officials if the school official is requesting the record with the expressed or implied intent of recruiting students to the school or sharing information about the school to students and parents.

Upon request, the District may also disclose education records without consent to officials of another school, school district or institution of higher education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

A parent or eligible student may file a complaint with the Family Policy Compliance Office if he/she believes that FERPA has been violated. The complaint must be filed within 180 days of the date of the alleged violation or of the date the complainant reasonably knew or should have known of the alleged

violation. A parent or eligible student may also file a complaint with the Family Policy Compliance Office if he/she believes that the Protection of Pupil Rights Amendment has been violated. Such complaints may be sent to the following:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

#### A NOTE TO PARENTS AND ELIGIBLE STUDENTS ABOUT DIRECTORY INFORMATION

FERPA permits SCS to disclose appropriately designated “directory information” without the prior written consent of parents and eligible students, unless SCS has been advised to the contrary in accordance with District procedures. “Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed, such as the student’s name, address, telephone listing, and e-mail address. SCS has designated the following information as directory information:

- Name;
- Physical and electronic mail address;
- Telephone listing;
- Date and place of birth;
- Major field of study;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Date of attendance;
- Degrees and awards received; and
- The most recent previous school district or institution attended by the student.

Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require school districts receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA), to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the District that they do not want their student’s information disclosed without their prior written consent.

Parents and eligible students may request that directory information regarding the student not be disclosed. If you are a parent or eligible student and DO NOT want your child’s/your directory information to be disclosed, please notify, in writing, the Shelby County Board of Education’s Student

Records Department at 160 S. Hollywood St., Memphis, TN 38112 or the Shelby County Schools Department of Attendance and Discipline at 2800 Grays Creek, Arlington, TN 38002. Upon receipt, the request will be noted in the District's student information management system.

#### Accumulative Records

A confidential accumulative record of educational history and progress is maintained in a secured file for each student enrolled in the school system. This accumulative record contains all courses taken, grades received, credits earned, attendance, as well as results of achievement tests taken and suspensions/expulsions. Records are copied/transferred by school officials upon formal request from the receiving school.

#### Special Education Records

Special education records are maintained for students currently served by an IEP (Individual Educational Plan) and receiving services such as speech, CLUE, Functional Skills, etc. The psychological and other relevant records are kept in individual schools in separate folders. These confidential folders are maintained in a locked file cabinet or a locked room. The psychological reports are maintained at the Department of Exceptional Children. When special services are discontinued or the student withdraws from the district, the Special Education student record is forwarded to the Department of Exceptional Children. A request for these records along with a Confidential Release of Information must be signed by the parent/guardian or student, if of legal age, and must specifically request "Special Education Records" and must be forwarded to the Department of Exceptional Children. Records will not be released to outside agencies without a signed release from the parent/guardian or student of legal age, with the exception of release to other school districts as permitted under FERPA (Family Educational Rights and Privacy Act; Buckley Amendment) (Public Law 93-380).

#### Military Recruiters

Parents have the right to request in writing that their child's name, address and telephone number not be released to a military recruiter without prior written consent. This request shall be presented to the school principal at the beginning of each school year.

#### DEPARTMENT OF EXCEPTIONAL CHILDREN & HEALTH SERVICES

Shelby County Schools offers a wide range of services to meet the needs of students with disabilities, including gifted students.

Eligible students from ages three through twenty-one are served in all schools. A full continuum of services, including related services such as Speech/Language Therapy, Occupational Therapy, and Physical Therapy, are available within the district. Specialists are available to work with students with visual impairment, hearing impairment, or behavior problems. Detailed information regarding special education programs may be obtained by calling the Division of Exceptional Children at 901.416.5600.

#### Student Referral

Parents, teachers or administrators may refer students for evaluation for suspected disability and special education services. If parents are concerned about their child's learning or behavior in school, they may call or write their child's teacher or school administrator expressing these concerns. If parents suspect

that their child has a disability, including a medical condition, that is impacting their education or behavior at school and wish to discuss having their child evaluated for eligibility for special education services and supports, they may request a meeting from their child's school administrator to discuss evaluation. Parents should submit this request in writing or ask a school staff member to write their request down. If a parent requests an evaluation for special education services, a school administrator may explain the student intervention and referral process and offer parents the option to see how a student responds to general education academic and behavioral interventions prior to determining whether a child should be evaluated for special education services. A school administrator may also explain supports and accommodations available under Section 504 of the Rehabilitation Act for students with disabilities whose needs may be met without special education services. Parents may also contact the Division of Exceptional Children at 901.416.5600 regarding the special education referral process.

The district does not discriminate in evaluation or programming on the basis of race, color, creed, national origin, religion, sex, or disability. Parents, teachers, or administrators may refer students for screening to its gifted services program (CLUE). As with all students with disabilities, a continuum of service options is offered for gifted students. Services may range from consultation to subject or grade acceleration. Parents interested in gifted screening for their child should contact the school principal for a review of student data or other program information. Further requests regarding student referrals may also be forwarded to the school administration or the Division of Exceptional Children.

Per state law, the following contact information is provided for parent and student use. Answers to many questions and much helpful information may be obtained from the State Department of Education by calling 888.212.3162 or visiting [www.tn.gov/education/speced](http://www.tn.gov/education/speced).

Legal Aid of East Tennessee:

Johnson City Knoxville Chattanooga

Phone: 423.928.8311 Phone: 865.637.0484 Phone: 423.756.4013

Phone: 800.821.1312 Phone: 800.572.7457

West Tennessee Legal Services <http://www.wtlls.org/> Legal Aid Society of Middle Tennessee

<http://www.las.org/>

Phone: 731.423.0616 Phone: 615.244.6610

Phone: 800.372.8346

Disability Law & Advocacy Center of Tennessee <http://www.dlactn.org/>

Phone: 800.342.1660

Vanderbilt University Legal Clinic University of Tennessee Legal Clinic

Phone: 615.322.4964 Phone: 865.974.2331

Child Advocacy Group Contact Information

In addition to state and local resources available to parents and children, there are many agencies and organizations that offer support, information, training, and help in advocating for persons with disabilities in Tennessee. A few of these organizations are listed below:

The ARC of Tennessee <http://www.thearctn.org/>

Phone: 615.248.5878

800.835.7077

Support and Training for Exceptional Parents (STEP) <http://www.tnstep.org/>

West Tennessee: Middle Tennessee: East Tennessee:

901.726.4334 615.463.2310 423.639.2464

Disability Law & Advocacy Center of Tennessee <http://www.dlactn.org/>  
615.298.1080  
800.287.9636  
(TTY) 615.298.2471  
Tennessee Voices for Children <http://www.tnvoices.org/>  
West Tennessee: Middle Tennessee: East Tennessee:  
(Jackson Area) (Nashville Area) (Knoxville Area)  
731.660.6365 615.269.7751 865.609.2490  
800.670.9882

These are a few of the organizations available to help with information, training, and advocacy. For a more extensive list visit the Disability Pathfinder Database: <http://kc.vanderbilt.edu/pathfinder/>. On the web page, select your “county” and the “service” you desire from the drop-down lists and click “Submit.” This information is provided as a service to individuals seeking additional avenues for help and information. The Department of Education does not intend this as an endorsement or recommendation for any individual, organization, or service represented on this page.

## HEALTH SERVICES

### (POLICY #6043)

#### Immunization

No students entering school, including those entering pre-kindergarten, kindergarten, first grade, those from out-of-state and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school.

No child or youth determined to be homeless shall be denied admission to any school or school facility if the child or youth has not yet been immunized or is unable to produce immunization records due to being homeless. The enrolling school shall comply with any and all federal laws pertaining to the educational rights of homeless children and youth, including the McKinney-Vento Homeless Assistance Act.

#### Waiver of Immunization Requirements

State law (T.C.A. §49-6-5001) provides waiver of immunization requirements under the following conditions.

1. In the absence of an epidemic or immediate threat of an epidemic, parent or guardian may file with the school authorities a signed written statement affirming under penalty of perjury that the immunization and other preventative measures conflict with the parent’s or guardian’s religious teachings and practices. Students who are admitted without immunization under this waiver may be excluded from school during an epidemic or threatened epidemic.
2. Parents may present a certificate in writing from a physician stating that such immunization would be harmful to the student involved is provided to the school for the student’s permanent file.

\*Please contact the Department of Coordinated School Health at 901.416.6700 for questions related to exemption documentation requirements. For additional information regarding any health related

concerns; please see Policy #6043 “Healthcare Management” located on the SCS website at <http://www.scsk12.org/policy>.

#### Hospitalization

If your child has experienced hospitalization related to accident/injury, or chronic illness, please notify the Department Of Coordinated School Health at (901.416.6700 or 901.416.2424) if your child requires accommodations. This will allow for smooth transition and seamless re-entry to school.

#### Acute and Chronic Health Issues

- Acute Health Issue may be defined as:

An illness, disease, condition or issue that occurs suddenly, is of short duration and will require accommodation for school attendance.

- Chronic Health Issue may be defined as:

An illness, disease, condition or issue considered stable or unstable that lasts over a long period and will require accommodation for school attendance.

Parents/guardians of students attending SCS need to complete a Confidential Student Health Information form annually.

Parents/guardians of students with a disease, illness, condition or issue of an acute or chronic nature need to contact the Department of Coordinated School Health at (901.416.6700 or 901.473.2424) if your child requires assistance.

If requested, based on individual student Specific Action Plan or Fact Sheet and communicate with school personnel to implement an appropriate plan.

Students with life threatening food allergies and diabetes are managed in the school setting in accordance with T.C.A. §49-50-1602 and the State Department of Education and Health “Guidelines for the “Use of Health Care Professionals and Health Care Procedures in the School Setting” and SCS Policy # 6043 “Health Care Management”.

#### Administering Medicines to Students

It is the policy of the Shelby County Schools that all student’s medication be administered by a parent at home. Under exceptional circumstances medication may be administered by school personnel under the appropriate administrative regulations or accordant state law.

#### Medication in Schools

If, under exceptional circumstances, a student is required to receive medication during school hours and the parents cannot be at school to administer the medication, or where required as an accommodation or support for a student with a disability, only the school nurse or the principal's designee will administer the medication in compliance with the applicable state and federal regulations.

#### Written Parent Permission Required

1. Written instruction signed by the parent or legal guardian will be required and will include:  
(Authorization for Administering Medicine at School)

- a. student's name;
- b. name of medication;
- c. purpose of medication;
- d. time to be administered;
- e. dosage;
- f. possible side effects;
- g. termination date for administering the medication;
- h. name and phone number of prescribing physician.

2. The signed Parent Authorization form will be kept on file at the school.

3. All medication will be brought to the school by the parent or guardian, unless other arrangements have been approved by the school principal, but under no circumstances shall a student bring the medication to school by himself/herself. All medication must be brought in its original container whether it be a prescription or non-prescription medication.

4. The principal or the principal's designee will:

- a. Inform appropriate school personnel of the medication being taken;
- b. Keep a record of the administration of medication on designated form and will keep this record on file at school;
- c. Keep medication in a locked area (Exception: Students with Asthma who have inhalers, epi-pens, diabetic supplies and pancreatic enzymes at school may keep such materials in their possession or with teacher in the classroom "provided the parent has completed an Action Plan, obtained the prescribing physician signature and completed a Parent

Authorization Form. The forms are available from the school nurse;

d. Return unused medication to the parent only or discard appropriately. If discarded at school the following procedure will be followed:

- i. Medication will be disposed of in a manner so that no student will be able to get the medication.
- ii. The method used, the date the medication is discarded, and the person or people involved will be documented.

5. The parents of the student must assume responsibility for informing the school principal of any change in the student's health or change in medication.



“If the dosage of your child’s medication is variable, please call the Department of Coordinated School Health at 901.416.6700 for referral to a school nurse or the school principal, who will work with you to get the appropriate

Physician Orders, Parent Authorization Forms and container labeling. The dosage of a medication or the time of administration CANNOT be changed by a phone call from a parent/guardian.”

6. Should medication of an invasive nature (i.e., intramuscular, intravenous, suppository) be required to be given by school personnel for emergency response or action, call the Department of Coordinated School Health at 901.416.2424 to work with a school nurse to obtain proper physician orders, instructions and provide the required proper training for appropriate personnel.

7. The school system retains the discretion to reject request for administration of medicine.

8. A copy of this procedure will be provided to parents upon their requests for administration of medication in the schools.

#### Communicable Diseases

The board recognizes its responsibility to protect the health of its students as well as to uphold their individual rights.

#### Communicable Diseases Requiring Exclusion from School

Students may be excluded from school to prevent the spread of contagious disease. The principal or designee may exclude a student, but no child shall be sent home from school without first informing the parents. The student must be isolated until he/she goes home. A student suspected of having, or being able to transmit, a contagious disease shall be excluded from school, and a report made to the State Department of Public Health for those diseases requiring mandatory reporting. The board will follow guidelines and recommendations from Memphis-Shelby County Health Department regarding communicable disease handling.

Contagious diseases include, but are not limited to: red measles, German measles, chicken pox, mumps, whooping cough, scarlet fever, diphtheria, Vincent's angina, conjunctivitis, ringworm, impetigo, scabies, pediculosis (head lice), or other disease diagnosed as contagious.

#### Readmission

If the suspected condition is found not to exist, the principal or designee may readmit the student.

In the case of communicable disease, the student may be readmitted on presentation of a written statement from the family physician, and/or completion of the period of exclusion required by the State Department of Public Health.

In the case of ringworm, impetigo, or scabies the student may be readmitted once treatment has begun and proof of treatment is presented to the principal or designee.

In the case of pediculosis (head lice) a student may be readmitted for inspection following treatment. If proof of treatment is presented to the principal or designee and no live lice are present, the student may return to class.

## Acquired Immune Deficiency System

Mandatory screening for communicable diseases not spread by casual, everyday contact, such as HIV infection, will not be a condition for school entry or attendance. For detailed information, see Policy #6043 in the SCS Policy Manual located on the SCS website at

<http://www.scsk12.org/policy/files/files/6000%20Students/6043%20Healthcare%20Management.pdf>.

## Children's Health Insurance

Please contact Shelby County Schools Department of Coordinated School Health at 416 - 6432 or the links listed below for information regarding programs that might be able to provide assistance obtaining health insurance for your child.

### Sources:

<http://kff.org/health-reform/faq/health-reform-frequently-asked-questions/#question-whats-the-penalty-if-i-dont-have-coverage>

<http://kff.org/health-reform/faq/health-reform-frequently-asked-questions/>

<http://www.hhs.gov/healthcare/rights/index.html>

## STUDENT DRESS CODE

### (POLICY #6021)

The standards for Shelby County Schools dress reflect "common sense" and a concern for each student's comfort, safety, cleanliness, and sense of modesty. There is a strong relationship between neat, appropriate attire and a positive learning environment. Apparel or appearance which tends to draw attention to an individual rather than to a learning situation must be avoided. To that end, Shelby County Schools establishes a basic dress code to ensure appropriate and modest dress.

Schools wishing to change their method of dress by adopting or discontinuing standardized dress/uniforms may do so in accordance with the process outlined in the administrative rules and regulations accompanying this policy.

To change its method of dress a school must request and receive approval from the superintendent (or designee) in accordance with the process outlined in the administrative rules and regulations accompanying this policy. Any approved changes to a school's method of dress become effective for the following school year and shall remain in effect for a minimum of four (4) school years.

At its discretion, the district may at any time implement standardized dress/uniforms at a school based on safety concerns (e.g., gang activity) or other justifiable reasons.

Exemption from standardized dress/uniforms may be requested by a parent for his/her child for medical or religious reasons.

To read this policy in its entirety, please visit <http://www.scsk12.org/policy>

## TRANSPORTATION SERVICES

### (POLICY #6050)

In order to maintain conditions suitable for learning, no person shall enter onto a school bus except students assigned to that bus and authorized school/District personnel, unless otherwise provided by law, Board policy, and/or contract.

Parents of students are responsible for their child's supervision until the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once a student boards the bus - and only at that time - does he or she become the responsibility of the school system. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

Students are under the supervision of the bus driver while on his/her bus, and all reasonable directions given by the bus driver shall be followed. A school bus driver may, pursuant to state law, use reasonable force when necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another person.

The school bus driver will notify the principal of any serious discipline problem caused by a student being transported to the principal's school, and may be called upon to assist the principal, if necessary. Except as provided by law, a student may be denied the privilege of riding the bus if the principal, in consultation with the department responsible for student transportation, determines that the student's behavior causes disruption on the bus, or if a student disobeys local rules and regulations pertaining to student transportation. Suspension of ridership privileges may be in addition to school disciplinary measures that may be taken by the principal according to the Student Code of Conduct. Suspension of ridership privileges may be the only disciplinary action taken when deemed appropriate for the level of the offense. In the event a suspension from school is issued for a bus conduct offense, the ridership privilege suspension will begin the student's first day back to school.

The suspension of a student from riding the school bus is subject to the same review and appeal procedures as a school suspension. However, to ensure compliance with applicable state and/or federal laws/regulations, the principal will consult with the Department of Special Education before assigning or suspending bus rider privileges to students receiving special education services. .

By law, employees who interact with students in the course of their assigned duties, may relocate a student from the student's present location to another location in emergency situations. Such employees may also intervene in a physical altercation between two (2) or more students, or between a student and a District employee. Reasonable force may be used to physically relocate or intervene in such conflicts if a student is unwilling to cooperate (see 6057 Physical Relocation of Students).

Students must ride their designated bus determined by the student's address of record. Additionally, students are not permitted to exit at a point other than the student's regular bus stop, unless they have been granted a waiver pursuant to Student Transportation

Services policy (#3004).

Use of Video Cameras

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities.

The District shall keep all video recording of students confidential and shall comply with all applicable state and federal laws related to video recordings when such recordings are considered as part of the student's education and behavioral record as determined by the District and in accordance with the law. Video recordings may only be accessed by the parent of the student involved, employees of the school involved who have a legitimate educational interest in the recording, and SCS Security. The recording may be shared with the appropriate law enforcement agency if the principal has requested assistance. Video surveillance shall be used only to promote the order, safety and security of students, staff, and property.

The Superintendent is directed to develop procedures governing the use of video cameras in accordance with the provisions of the law and established Board policies. Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline.

## STUDENT CONDUCT

### (POLICY #6022)

#### Prevention and Intervention Strategies

The district shall develop and communicate a comprehensive prevention and intervention program. The program shall include a parental engagement component outlining strategies for parents to support the prevention of inappropriate and/or disruptive behavior in their children and participate in intervention efforts if such behavior occurs. Additionally, prevention and intervention strategies may include classroom, school-wide, or district-wide assessment and supports for students who exhibit and/or are victims of behaviors involving threats; poor attendance/truancy; violence/weapons/gangs; drugs/alcohol; or harassment/intimidation/bullying/cyber-bullying.

The department responsible for coordinated school health promotes the safety of Shelby County Schools by conducting safety assessments with students whose behaviors are indicative of substantive threats of violence.

The purpose of this assessment is to evaluate the circumstances surrounding a student's infraction to determine whether there is evidence of a continued threat and to identify general violence risk factors. Recommendations will be offered to the school(s), the students, and the student's parent/guardian intended to promote safety and academic success.

When a student makes a threat to harm others or self or is in possession of a dangerous weapon, the SCS Threat Screening Guidelines and accompanying Quick-Reference are to be used by the principal/assistant principal or designee, security/SRO, and support staff in completing the inquiry. When, based on the school's investigation, a student's threat is identified as substantive and other safety measures have been implemented, schools should contact the Safety Assessment Team to make a referral (Also see Section E under Disciplinary Measures below).

#### School-Wide Intervention Behavior Plans

Each school shall strive to promote and support appropriate behavior in students at the school by implementing behavior programs that integrate school and district-wide behavior intervention strategies with all aspects of a school's support services. To this end, each school shall develop a School-wide Behavior Plan that is consistent with district policies and applicable laws. At a minimum, the School-wide Behavior Plan shall outline the school's operating procedures for utilizing various prevention and intervention strategies and utilizing progressive discipline within the school.

#### Disciplinary Measures

Several disciplinary measures may be employed to support acceptable student behavior. Disciplinary measures include parent/administrator conference, confiscation of items, loss of privileges, before/after school detention/Saturday school, suspension from the bus, in-school suspension, out-of-school suspension, expulsion, and remand/alternative placement.

With the exception of privileges restricted by the principal, suspension from the bus and confiscation of items, schools shall not impose multiple disciplinary measures on a student for a single offense or violation of the Code of Conduct. The principal may restrict activities for students who accumulate a certain number of suspensions. Activities that may be restricted by the principal and the actions that may place students on restriction shall be communicated to students and parents by the principal.

#### Confiscation of Items and/or Loss of Privileges

##### 1. Confiscation of Items

"Confiscated items" include beepers, telephone pagers, laser pointers, and cellular phones, prohibited electronic devices, and any other item prohibited by the district. Unless the district extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at the time and location designated by the principal at the close of the next school day following the day that the parent received notification of confiscation or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment. The district does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district.

##### 2. Loss of Privileges

Students may lose privileges including, but not limited to, the following:

- Loss of classroom privileges
- Loss of parking privileges
- Loss of extracurricular/athletic or other school-wide privileges
- Privileges restricted by the principal

#### Before/After School Detention/Saturday School

Students may be detained before or after the school day or required to attend Saturday school as a means of disciplinary action. The following guidelines shall be followed:

1. The student will be given at least one (1) full day of notice before detention/Saturday school.

2. Parents/guardians will be informed before detention/Saturday school takes place.
3. Students will be under supervision of certified staff members.
4. Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession.
5. Teachers must have the approval of the principal before issuing detention or requiring a student to attend Saturday school.
6. Students riding school buses will be provided an alternative to detention, or, in collaboration with the parents, assigned a later detention date.
7. Students with religious exemptions to Saturday school shall be provided with an alternative disciplinary option.

#### In-School Suspension

The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal, including vice/assistant principal, has sole discretion to issue in-school suspensions.

#### Out-of-School Suspension

Out-of-school suspensions vary in length from one (1) to ten (10) days. It is not the intent of the system to remove students from the school society for minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases. The principal, including vice/assistant principal, has sole discretion to issue out-of-school suspensions from one (1) to ten (10) days.

1. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.
2. Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school.

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat

of disrupting the academic process. Students on suspension must not be permitted to enter school property, attend class, or participate in school-sponsored activities while under suspension, unless otherwise allowed by law and/or Board policy (see TCA

49-6-3401(d) and the policy 6055 Alternative Schools) or when scheduled with the school administration to take exams.

#### Expulsion

Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. [Any single suspension in excess of ten (10) consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.] The principal may issue expulsions subject to student legal due process rights regarding appeals of expulsions [suspension of more than ten (10) days] and in accordance with the district-wide Student Code of Conduct. The superintendent may modify a state-mandated one-year expulsion on a case-by-case basis.

#### Safety Assessment Associated with Expulsion

When the student's infraction involves:

- a credible/substantive threat of harm;
- possession of a dangerous weapon (firearm, knife, taser, explosive, etc.);
- assault resulting in serious bodily injury to staff/student(s); or
- off-campus felony with a firearm,

The principal/assistant principal or designee shall: 1) consult with appropriate district staff responsible for IDEA (i.e., SPED and 504) to determine whether a student has an identified or suspected need for services under IDEA and hold a manifestation determination meeting if necessary; and 2) immediately refer the student for safety assessment. The department responsible for safety assessment shall provide the names of students referred for safety assessment to the department responsible for attendance and discipline.

Expelled students who either chose to appeal or chose not to appeal their expulsions may, at the discretion of the parent and upon assignment by the district, participate in alternative school or may attend other appropriate educational settings during the remainder of the expulsion.

The office responsible for alternative schools will inform the parents that the placement decision is being taken under advisement pending outcome of the safety assessment. Safety assessment findings and recommendations will be utilized in making the placement decision and in the implementation of the safety plan of the student. Students with a confirmed identified or suspected need for services under IDEA shall be exempted from this advisement period and may receive immediate alternative school placement or other appropriate accommodations.

The safety assessment advisement period must be completed within ten (10) days of the original incident. If extenuating circumstance exist preventing the completion of the safety assessment within ten (10) days of the incident (e.g., failure of parental/family participation in the safety assessment), then the department responsible for alternative schools shall convene a district administrative committee to discuss and make a recommendation regarding the appropriate placement of the student and the educational services (e.g., safety plan) available for the student. The district administrative committee shall include representatives of the departments responsible for alternative schools, attendance and discipline, and coordinated school health safety assessment, 504 implementation, special education services, and, when applicable, legal services. Upon consideration of the discussion and recommendations of the administrative committee, the department responsible for alternative schools shall make the placement determination and provide a justification if alternative placement is not made.

## Suspension from the School/MATA Bus

Except where prohibited by law, students who engage in bus-related misconduct may be suspended from riding the school or MATA bus to and from school. Decisions involving temporary/permanent removal from school bus or MATA bus ridership will be made by the principal. In such cases, the student would typically continue his/her school assignment, but he/she would have to use another means of transportation. Truancy laws would still be in effect. Additional disciplinary actions may also apply when bus related misconduct involves a violation of the Student Code of Conduct.

The district shall comply with applicable state and/or federal laws/regulations regarding the suspension of a student receiving special education services from school/Mata bus transportation.

## Reporting Procedures

Mandatory reportable criminal offenses shall be reported in accordance with state law and Board policy (see 7005 Mandatory Police Reporting). The principal shall consult with department responsible for security when determining whether local law enforcement should be contacted regarding any violation of the Code of Conduct that does not require mandatory reporting to law enforcement

or other agency. For reporting discrimination and sexual harassment, any student or parent/legal guardian who believes s/he is experiencing student-to-student discrimination or sexual harassment shall report such circumstances to a teacher, counselor, or principal immediately. If the report is made to a teacher or counselor, s/he must notify the principal immediately.

## Special Education Considerations

Students who also qualify for special education services determined to have violated this policy may be suspended, expelled, or remanded or otherwise disciplined only in accordance with special education laws and policies. For zero tolerance offenses, remand of a student who qualifies for special education services must be based on recommendation of the IEP team and the student must have a manifestation meeting prior to remand or exclusion from school for over ten (10) days.

Unless a disciplinary infraction is the direct result of a student's disability, the student will be disciplined in the same manner as a nondisabled student. The district, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

- a. if the conduct was a direct result of the district's failure to implement the IEP; and/or
- b. if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions [suspensions longer than ten (10) days], the student must continue to receive educational services.

Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the student's teacher, that the student is in need of special education and related services.



The school district must also contact the education specialist at the Department of Children's Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of ten (10) or more days or has had a petition filed against him/her by the school or school system.

## STUDENT CODE OF CONDUCT

### (Offenses and Penalties by Category)

The infractions of school discipline in the Shelby County Schools listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category. (For assistance determining the appropriate category for an offense, schools should contact the district office responsible for student discipline.)

#### Category A – State Zero Tolerance Offenses

1. Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school-sponsored activity.

#### Penalty for Category A Offenses:

- Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the superintendent.

#### Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;
2. Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony and the student's continued presence in school poses a danger to person or property or disrupts the educational process (see full Policy 6022);
4. Issuance of a criminal complaint charging a student with a violent felony or issuance of a violent felony delinquency complaint against a student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (\*Out of school suspension is not permitted for this offense. Remand or expulsion is required - See full Policy 6022);

5. Gang activities - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
6. Being under the influence of and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization;
7. Possession, use or distribution of counterfeit money on school property or at any school-sponsored activity;
8. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;
9. Continuous and/or severe Category C Offenses.

Penalty for Category B Offenses:

- \*Out-of School Suspension or
- Expulsion (11-180 day)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the superintendent or the Disciplinary Hearing Authority.

#### Category C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. False accusations against school personnel;
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event;
4. Smoking and/or the possession of tobacco products by students while in or on school, properties or under school's jurisdiction during school hours or while participating in a school-sponsored event;
5. Gang activities - any gang related activity not specified in Category B;
6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity;
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
8. Stealing or misappropriation of school or personal property (regardless of intent to return);

9. Immoral or disreputable conduct;
10. Continuous and/or severe Category D Offenses.

Penalty for Category C Offenses:

- In-School Suspension or
- Out-of School Suspension

When appropriate, notification will be made to law enforcement authorities.

#### Category D

1. Open or continued defiant attitude or willful disobedience toward a member of school staff;
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student;
3. Physical or verbal intimidation or threats to other students, including hazing;
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. Possession of mace or disabling sprays;
7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;
8. Sexual, racial, ethnic, or religious harassment/discrimination;
9. Bullying, intimidation, and harassment;
10. Refusal to produce an object identified by metal detectors;
11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C;
12. Continuous and/or severe Category E Offenses.

Penalty for Category D Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension

## Category E

1. Habitual and/or excessive tardiness;
2. Class cutting;
3. Intentional disturbance of class, cafeteria or school activities;
4. Leaving school grounds without permission;
5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without written permission of the principal;
9. Inciting, advising or counseling others to engage in any acts in Category D;
10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment.

### Penalty for Category E Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension

## CELL PHONES/PERSONAL COMMUNICATION DEVICES

### (POLICY #6024)

It is the District's policy that students are prohibited from possessing any type of phone or personal communication device that is turned on or in visible/audible use at any time during the regular school day. Under the policy, the term "possession" means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school officials, and the phrase "school day" means the entire day from the school start time or bell that indicates the start of the school day until the final dismissal time of the school day. Students who wish to carry a cell phone or other personal communication device with them to and from school must keep the device turned off and stored (e.g., kept in the student's assigned locker, automobile, or other school approved location at all times during the entire school day), unless otherwise determined by the principal.

District security officials may, if they have reasonable suspicion to do so, search any cell phone brought onto any SCBE property, which includes but is not limited to parking areas. However, such officials must obtain a warrant before searching the cellphones of students and students being placed under arrest.

A student found in unauthorized possession of any type of cell phone or communication device during the school day shall have the device taken from him or her and kept by the school principal or designee until the parent is notified. The parent may pick up the device at the time and location designated by the principal at the close of the next school day following the day that the parent received notification or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment.

Any subsequent violation shall result in the device being taken from the student and retained until the close of the next school day following the day that the parent received notification or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment. Moreover, for such subsequent violation of this policy, the student shall receive additional consequences in accordance with the district-wide discipline policy.

The District does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district.

#### APPEALS RELATED TO STUDENT DISCIPLINE

##### (POLICY #6026)

##### Authority of the Principal to Suspend Students

Any principal, vice principal, or assistant principal, is authorized to suspend a pupil from attendance at their respective school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons as outlined in law.

##### In-School Suspension

Any principal, vice principal or assistant principal may suspend any pupil from attendance at a specific class, classes or school sponsored activity without suspending the pupil from attendance at school pursuant to an in-school suspension policy adopted by the local board of education. Good and sufficient reasons for in-school suspension include, but are not limited to, behavior:

1. That adversely affects the safety and well-being of other pupils;
2. That disrupts a class or school-sponsored activity; or
3. Prejudicial to good order and discipline occurring in class, during school-sponsored activities or on the school campus.

Students receiving an in-school suspension exceeding one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Students given in-school suspension shall be required to complete academic requirements.

##### Due Process Regarding Suspensions

Except in an emergency, no principal, vice principal or assistant principal shall suspend any student until that student has been advised of the nature of the student's misconduct, questioned about it and allowed to give an explanation. Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the department responsible for district-wide student discipline of:

1. The suspension, which shall be for a period of no more than ten (10) days;
2. The cause for the suspension; and
3. The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior, which shall be made available for review by the superintendent (or designee) upon request.

The following provisions apply to expulsions [suspensions of more than ten (10) school days]:

1. If, at the time of the suspension, the principal, vice principal or assistant principal determines that an offense has been committed that would justify a suspension for more than ten (10) days, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
2. The principal, vice principal or assistant principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
3. The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the board. The Disciplinary Hearing Authority shall consist of at least one (1) licensed employee of SCS, but no more than seven (7) members.
4. The hearing shall be held no later than ten (10) days after the beginning of the suspension. The Disciplinary Hearing Authority shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official designated in subdivision (C)(4)(a) who ordered the suspension. Notice shall also be given to the SCS employee referred to in subdivision (C)(4)(b) who requests a hearing on behalf of the suspended student.

After the hearing, the Disciplinary Hearing Authority may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or night school or suspend the student for a specified period of time.

A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the Disciplinary Hearing Authority. The student, principal, vice principal or assistant principal may, within five (5) days of the decision, appeal the decision of the Disciplinary Hearing Authority to the superintendent. The superintendent's designee shall review the written record of the Disciplinary Hearing Authority and shall make a recommendation to the superintendent as soon as practicable.

After receiving a recommendation from the superintendent's designee, the superintendent shall render a decision based on the designee's recommendation. Absent a timely appeal, the decision shall be final. Within five (5) days of the superintendent's decision, the student, principal, vice principal or assistant

principal may request review by the board of education. The board of education based upon a review of the record, may grant or deny a request for a board hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. If the board conducts a hearing as a result of a request for review by a student, principal, vice principal or assistant principal, then, in accordance with state law and/or regulations the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five (5) days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. If the board conducts a hearing as a result of a request for review by a student, principal, vice principal or assistant principal that is closed to the public, then the board shall not conduct any business, discuss any subject, or take a vote on any matter other than the appeal to be heard. Nothing in this subdivision (C)(6) shall act to exclude the Tennessee Department of Children's Services from the disciplinary hearings when the department is exercising its obligations under T.C.A. § 37-1-140. The action of the board of education shall be final.

**Academic and Examination Provisions for Students Suspended during the Last Ten Days of a Term or Semester** In the event the suspension occurs during the last ten (10) days of any term or semester, the pupil may be permitted to take final examinations or submit required work that is necessary to complete the course of instruction for that semester, subject to the action of the principal, or the final action of the board of education upon any appeal from an order of a principal continuing a suspension.

#### **Recording Attendance for Students under In-School Suspension**

Students under in-school suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.

**Enrollment of Students under Suspension or Expelled from another School System in Tennessee or another State** SCS shall not be required to enroll a student who is under suspension or expelled in an LEA either in Tennessee or another state.

The superintendent shall make a recommendation to the board of education to approve or deny the request. The recommendation shall occur only after investigation of the facts surrounding the suspension from the former school system. If the recommendation is to deny admission, and if the board approves the superintendent's recommendation, the superintendent shall, on behalf of the board, notify the commissioner of education of the decision this shall not affect students in state custody or their enrollment in SCS.

If SCS accepts enrollment of a student from another LEA, SCS may dismiss the student if it is determined subsequent to enrollment that the student had been suspended or expelled by the other LEA.

#### **STUDENTS WITH DISABILITIES/DISCIPLINING STUDENTS WITH DISABILITIES**

20 U.S.C. 1415(k), 24 C.F.R. §300.530-537

Students with disabilities are included in all Shelby County Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as non-disabled students. Consequences for offenses directed toward students with disabilities should reflect the severity or repetition of the offense.

Students with disabilities have special protections provided through law against unilateral suspension or removal from services or placements for disciplinary reasons. It is imperative that school personnel be aware of which students are classified as students with disabilities under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as time out, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the team includes an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a student's behavior and his/her disability, the student can be suspended or expelled according to normal school board policy; however, educational services are continued to the extent required.

#### Due Process Regarding Discipline Decision

Students with disabilities must be given the same due process protections as students without disabilities including but not limited to oral or written notice of the charges, presentation and explanation of existing evidence, the opportunity to present his or her case, notice, and a hearing.

#### Short-Term Removals and Suspensions

1. Short-Term Removal - Short term removals include sending a student to the principal's office, brief time outs, after school detentions, etc. These removals are not generally considered days of suspension.
2. Suspensions of Ten (10) Days or Less - Schools may suspend students with disabilities from school, so long as the individual or cumulative removals do not constitute a change of placement [ suspension over ten (10) cumulative days or a pattern of shorter suspensions that total over ten (10) days]. Partial days are counted in calculating the 10 cumulative days. During the course of these short term suspensions, there is no duty to provide services or conduct a manifestation determination review.
3. In-School Suspensions - Days that students are placed in in-school suspension do not count towards the 10 cumulative day total so long as students have the opportunity to progress in the general curriculum, continue to receive IEP services, and continue to participate with non-disabled students to the same extent they would have in their current placement.
4. Bus Suspensions - Bus suspensions are counted towards the ten (10) cumulative days of suspension if transportation is included on the student's IEP, unless the district provides alternative transportation. If the student receives general education transportation services and the service is not included on the student's IEP, days of bus suspensions are generally not counted towards the ten (10) cumulative days.

#### Long-Term Removals and Changes of Placement

1. Removals for more than ten (10) Days - When suspensions exceed ten (10) cumulative school days, schools are required to hold a manifestation determination meeting and provide the student with



educational services. Manifestation determination review meetings can be held after 24-hour notice to parents pursuant to Tennessee Rules of State Board of Education 0520-01-09-.15:

Parent Participation), but should be scheduled to enable the parent to attend.

2. On and After 11th Day - Services provided must enable the student to continue participating in the general education curriculum and possibly in alternative settings to progress toward meeting IEP goals and objectives. The IEP team has the duty of providing and reviewing functional behavioral assessments and behavioral intervention plans and developing IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

#### Manifestation Determinations

1. Standard of Review - The IEP Team must review all relevant information including evaluation results, observations of the student, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the student, and determine the following:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP.

IEP Teams must use the district's Manifestation Determination Worksheet and Instructional Guidance found on the main page of EasyIEP when determining whether a behavior is manifestation of the student's disability.

2. Manifestation Review Team - Members include a school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).

3. Conduct is Not a Manifestation of the Student's Disability - If the team determines that the student's conduct is not a manifestation of the disability, the student can be disciplined the same as students who do not have disabilities; however, the student MUST continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.

4. Conduct is a Manifestation of the Student's Disability - If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. The student must be returned to the placement from which he or she was removed unless the IEP team agrees to a change of placement. The school must address the student's behavior through a functional behavior assessment and a behavior intervention plan. This provision does not apply to the special exceptions listed below.

#### Special Exceptions

School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 1. carries or possesses a weapon at school, on school premises, or at a school function;

2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. inflicts serious bodily injury on another person while at school or at a school function.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed, and should only be done following a review of the relevant definitions of “weapon” and “serious bodily injury.”)

#### Discipline of Unidentified Students

Schools are deemed to have knowledge that a student has a disability and is entitled to discipline protections when:

1. Parents of the student expressed concern in writing to school officials or to a teacher that the student needs special education;
2. Parents requested an evaluation; or
3. Teacher or other school personnel expressed concerns about a pattern of behavior to a school official.

Schools are not deemed to have had knowledge if:

1. The student was evaluated and determined ineligible; or
2. A referral was made and parents refused evaluation or services.

When a student is unidentified but entitled to discipline protections, manifestation determination reviews are required.

Please refer questions to the Department of Exceptional Children: 416-5600.

#### TOBACCO USE OR POSSESSION

(POLICY #6028)

The Shelby County Schools system prohibits student smoking or possession of tobacco products, lighters or matches, vaping devices (e.g., electronic cigarettes, vaporizers, vape pens, etc.) on school campuses, at school-sponsored activities or on school buses. Additionally, smoking and/or the use of all tobacco products, including smokeless tobacco, are prohibited in all board of education buildings (schools and other facilities); in any public areas, including but not limited to, bleachers used for sporting events, or public restrooms; and in all vehicles, owned, leased or operated by the district at all times. Signs will be posted throughout the district's facilities to notify students, employees and all other persons visiting the school that the use of tobacco and tobacco products is forbidden. A “Smoking is Prohibited by Law in Seating Areas and in Restrooms” sign shall be prominently posted for elementary or secondary school sporting events (including at each ticket booth). Any student who possesses tobacco products shall be issued a citation by the school principal. Parents and students shall be notified of this citation requirement at the beginning of each school year.

#### ALCOHOL AND DRUG USE updated

(POLICY #6056)

In order to protect the rights of students, to safeguard the learning environment, and to contribute to a “Drug-Free” community, Shelby County Schools advocates prevention, treatment, and intervention regarding student drug and alcohol use. Therefore, the Superintendent shall develop a plan and programs to address the needs of students surrounding drugs and alcohol. The plan shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of student who may have an alcohol/drug problem and/or are considered “high risk” to agencies and other sources of appropriate help;
4. Effective working relationship with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials.

Students shall not consume, possess, use, purchase, sell, distribute, or be under the influence of tobacco products, illegal drugs (including prescription drugs for which the student does not have a prescription), or alcoholic beverages in school buildings or on school grounds at any time, in school vehicles or buses, or at any school-sponsored activity, function or event whether on or off school grounds. Possession of lighters, matches, or drug paraphernalia is similarly prohibited. Page 2 of 2 Additionally, students are prohibited from giving any drug, prescription or nonprescription, to another student. Disciplinary sanctions will be imposed on students who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state and federal laws and the Shelby County Schools Student Code of Conduct, up to and including suspension/expulsion as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended. Information about drug and alcohol counseling and rehabilitation programs will be made available through the school office.

#### School House Adjustment Program Enterprise (S.H.A.P.E.)

S.H.A.P.E. aims to divert youth from progressing into the juvenile justice system by decreasing the number of SCS students sent to juvenile court for minor infractions. Students who qualify for S.H.A.P.E. and complete the program avoid having a complaint filed with the court. S.H.A.P.E. operates in many of the SCS middle and high schools and in all of the alternative schools. If a student is referred to the S.H.A.P.E. program as the result of a substance-related school offense, participation in alcohol and drug counseling will be one of the program requirements. Alcohol and drug counseling services will be provided to S.H.A.P.E. by the SCS Alcohol & Drug Clinical Program.

For more information go to [www.scsk12.org](http://www.scsk12.org) > Departments > SHAPE.

#### Relationships with Community and State Agencies

The SCS Alcohol & Drug Clinical Program maintains a collaborative and working relationship with numerous community and state agencies providing mental health and substance abuse services to youth, as well as the Department of Children’s Services and the Assessment and Referral Department of Juvenile Court. The goal is to assist families in identifying resources and accessing services for students and to provide a continuum of support and care for students transitioning in or out of higher levels of care. The Alcohol & Drug Clinical Program can provide support and relapse prevention for a student re-

entering his or her school following inpatient or residential treatment for problems with alcohol or other substances.

#### ALTERNATIVE SCHOOL

##### (POLICY #6055)

The board authorizes the operation of alternative schools in accordance with state law for students who have been suspended or expelled from the regular school program. Additionally, the district may offer alternative services to address educational, behavioral and social needs of students upon approval of the superintendent (or designee). Shelby County Schools may provide such students with the opportunity to attend alternative schools, as space permits. Students attending alternative schools shall be responsible for their own transportation.

Students attending an alternative school shall abide by the rules of their school and shall be subject to disciplinary action for violations of school rules. However, violation of school rules shall not constitute grounds for extension of time spent in an alternative school. The final decision on removal from an alternative school shall be made by the Director of the Alternative Schools. More information regarding Alternative Services can be found at <http://www.scsk12.org/uf/alternative/?Letter=A> or by calling the Alternative Schools Department at 901.416.2200.

#### GANGS AND NON-SCHOOL RELATED SOCIAL CLUBS

##### (POLICY #6030)

###### Enforcement

The board prohibits the activities of criminal gangs on school property and at school-sponsored events. In order to discourage and prohibit students from participating in gang activities the board prohibits students from:

1. Wearing, while on school property or at school-sponsored/sanctioned activities, any type of clothing, apparel or accessory that denotes the students' membership in or affiliation with any criminal gang;
2. Any activity that encourages participation in a criminal gang or facilitates illegal acts of a criminal gang; and
3. Any gang-related conduct that is seriously disruptive to the educational process or endangers persons or property;

A violation of any portion of this policy is grounds for disciplinary action in accordance with the district-wide discipline policy.

###### Prevention and Intervention

In addition to enforcing disciplinary consequences for gang activity, the Shelby County Schools seeks to support students, schools, and the community by providing gang prevention and intervention services. The district has implemented a comprehensive districtwide gang prevention and intervention programs to address the needs of students involved in gangs, students at-risk for gang involvement, and schools and neighborhoods with high gang activity.

The district shall partner with law enforcement agencies to continuously monitor school and neighborhood gang activity and provide ongoing prevention, intervention, and gang awareness training to school staff, parents, and community members.

The superintendent shall arrange for all school principals to be trained to recognize local gang signs and symbols. This training will be coordinated with local law enforcement agencies. For more information, please contact the Safety and Security Office at 901.416.6295.

#### HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING

##### (POLICY #6046)

Student harassment, intimidation, bullying or cyberbullying will not be tolerated. Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

Shelby County Schools is committed to taking immediate action to investigate and address reports or claims of harassment, prevent any recurrence, and mitigate its effects on our students and employees, as outlined in Shelby County Board of Education Policy #6046, Harassment, Intimidation, Bullying, and Cyberbullying. Shelby County Schools encourages students, parents and staff to work together to prevent and address harassment, including but not limited to harassment on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, socio-economic or familial status. Any student who believes he or she has been subject to harassment on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, socio-economic or familial status is encouraged to report the harassment to the Federal Rights Coordinator for students. All inquiries, complaints and investigations of harassment are treated in a confidential manner. However, the identity of the complainant is usually revealed to the respondent and witnesses in order to complete an investigation. Shelby County Schools takes adequate steps to ensure that the complainant is protected from retaliation at all times. Any students or employees found to have engaged in harassment on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, socio-economic or familial status may be subject to appropriate progressive discipline pursuant to the terms of Shelby County Schools' student and employee conduct and discipline policies and procedures, which may include, if circumstances warrant, disciplinary action up to and including expulsion of students and up to and including termination of employees.

##### A. Definition

Tennessee law defines "harassment, intimidation, bullying or cyberbullying" as acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
  - a. Physically harming a student or damaging a student's property;
  - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
  - c. Causing emotional distress to a student or students;
  - d. Creating a hostile educational environment, or
2. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

#### B. Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal or building level administrator. Any reports made to staff should be forwarded to the principal or building level administrator immediately but no later than 24-hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

The Shelby County Board of Education has adopted the "Safe School Tips" program which allows any parent, student, teacher, or employee to report information about illegal or inappropriate activities, including but not limited to bullying, theft, distribution or sale of drugs, possession of weapons, etc.

"Safe-School Web-Tips" should be sent to <http://www.tipsubmit.com> or text to 274637, you will then be asked to type in a "code", the code is SCS, then start typing the text message.

Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused;
- Location, date, time and circumstances surrounding alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.

#### C. Investigation

1. If a complainant is not the parent or guardian, the parents/guardians of alleged victim shall be notified of the reported conduct by phone or in person immediately. The principal or his/her designee shall promptly initiate an investigation within 48 hours of receiving a complaint of harassment, intimidation, bullying, or cyberbullying. The Principal or his/her designee shall complete the investigation and initiate an appropriate intervention as soon as possible, but no later than within 20 calendar days from receipt of the report, unless the need for more time is appropriately documented.

2. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated pursuant to the Shelby County Board of Education's Discipline Policy if the offender is a student.

A substantiated charge against an employee may subject such employee to disciplinary action up to and including termination.

3. The principal or his/her designee will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures, and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days.

4. A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion.

Additionally, under state law, behavior constituting cyber-bullying may be prosecuted as a delinquent act.

#### D. Right of Appeal – Students/Parents

1. If the complainant is not in agreement with the principal's or his/her designee's findings. The complainant may, within five (5) school days, contact the Shelby County Schools' Federal Rights Coordinator. Any student disciplined pursuant to this policy may appeal the decision in accordance with Shelby County Board of Education's disciplinary policies and procedures. Within five (5) school days the FRC or his/her designee will review the investigation of the alleged charges. Upon completion of the review, the FRC will meet with and advise the complainant regarding the findings, and whether corrective measures, and/or disciplinary actions were taken.

2. If the complainant is not in agreement with the findings of the FRC, an appeal may be made, within five (5) school days, to the superintendent. Within five (5) school days, the superintendent will review the investigation and provide a written advisory to the complainant whether corrective measures and/or disciplinary actions were taken.

#### E. Procedures for Other Prohibited Conduct

The procedure outlined above shall also be followed in cases in which a student is the subject of:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

#### F. Retaliation Prohibited

There will be no retaliation against any person who reports harassment, intimidation bullying or cyberbullying or participates in an investigation. However, any student who gives false information during the course of any investigation or who retaliates against someone for: (a) truthfully reporting

harassment, intimidation bullying or cyberbullying or (b) participating in an investigation of allegations of harassment, intimidation bullying or cyberbullying may be subject to disciplinary action up to and including expulsion pursuant to the Shelby County Board of Education's Disciplinary Policy if the offender is a student.

## SECTION 504 DUE PROCESS HEARING PROCEDURES

(POLICY #6054) updated

The Rehabilitation Act of 1973 (Act), commonly referred to as Section 504, is a nondiscrimination statute enacted by the

United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. Notice of Parents and Student Rights under the Act, as required by law, shall be provided in the Student Handbook located on the district's website at [www.scsk12.org](http://www.scsk12.org) or at a school. Parents shall have a right to challenge the actions of the Section 504 Committee or any others students, parents, district employees or other third parties) as it relates to interactions with regard to their child's identification, evaluation, educational placement or the provision of FAPE through any one (1) or all of the following in accordance with this policy:

1. Informal Grievance Procedures;
2. Formal Grievance Procedures; and/or
3. Impartial Due Process Hearing

### A. Grievance Procedures

Parents' decision to participate in the informal and/or formal grievance process does not prevent them from requesting an impartial due process hearing at any time. Parents/guardians may register a formal grievance or request an impartial due process hearing either verbally or in writing. If the request is initially made verbally, it shall be put in writing. The parent/guardian may be provided a form for this purpose.

#### 1. Informal Grievance

If parents have a grievance, they may request verbally or in writing (or via the District provided form) an informal conference with a school level administrator within seven (7) days after receipt of the written decision. A conference will be scheduled within three (3) school days after notice of the grievance is received by the principal. If the grievance is not resolved following the informal conference or if parents elect not to participate in an informal conference with school level administrators, a formal grievance and/or a request for a due process hearing may be filed.

#### 2. Formal Grievance

Parents may lodge a formal grievance by filing a Notice of Appeal verbally or in writing (or via the District provided form) with the District's Section 504 Coordinator<sup>1</sup> within five (5) work days from the time they receive written notice of the Section 504 Committee's action(s).

The Section 504 Coordinator may be reached at: TBD



The Superintendent (or designee) shall conduct an investigation and a written decision shall be rendered within two (2) weeks.

If the grievance is not resolved after the Superintendent's (or designee's) written decision, the parents may appeal, verbally<sup>1</sup> or in writing (or via the District provided form), to the Shelby County Board of Education within 10 days from receipt of the decision. The Board shall meet and review the formal grievance at the first scheduled regular Board meeting after receipt of the appeal and decide (1) that no hearing before the Board is warranted or (2) notify the grievant of the scheduled hearing. Any hearing granted by the Board shall be held within 15 days from the date of such notice.

If the grievance is not resolved following the formal grievance or the parents elect not to participate in a formal grievance process, an informal grievance and/or a request for a due process hearing may be filed.

### 3. Impartial Due Process Hearing

4. Section 504 requires that the District maintain a procedure for conducting impartial hearings with an opportunity for participation by the student's parents/guardian and representation by counsel. The Due Process Hearing may be requested verbally<sup>1</sup> or in writing (or via the District provided form) for denial of a student's identification, evaluation, educational placement or the provision of FAPE. The following provides the due process hearing procedures:

Parents requesting a hearing should submit a verbal or written (or via the District provided form) request to the Section 504 Coordinator at: TBD

The Section 504 Coordinator shall convert any verbal request received to a written format using the District provided form.

The request shall include the following information:

#### 1. The reason for the request

- a. Denied identification, evaluation or educational placement of persons who, because of disability need or are believed to need special instruction or related services and/or the provision of FAPE
- b. Placed in a setting which is not the least restrictive environment
- c. Denied appropriate services due to inaccessibility of programs
- d. Denied accommodations and/or modification to regular education program because of identified disability
- e. Denied participation in extracurricular or nonacademic activities because of a disability

#### 2. A suitable time for the hearing: morning, afternoon, evening

#### 3. Two (2) possible dates for the hearing

#### 4. A statement as to whether you prefer the hearing to be closed or open

Upon receipt of the Due Process Request, the Section 504 Coordinator will forward it to one of the impartial Hearing Officers on the approved Hearing Officer List. The impartial Hearing Officer will then advise both parties of the date, time and location of the hearing.

The hearing must be held no less than fifteen (15) days and no more than thirty (30) days from the time the request for the hearing is submitted, unless the parent/guardian agrees otherwise, or the Hearing Officer grants a continuance at the request of one of the parties.

#### School System's Responsibilities

- The school will provide a location for the hearing.
- The cost of the impartial Hearing Officer and court reporter will be paid by the school system. The school system will provide the parents with a copy of the hearing transcript at no cost to the parent.
- The school system will allow the child to remain in his/her present placement until after the hearing; unless the parents agree that a change in placement would be best for the child.
- The school system must inform the parent of any free or low cost legal services or other relevant services available in the area.
- If a parent/guardian is represented by a licensed attorney at the due process hearing, she/he must inform the District's

Section 504 Coordinator and the appointed Hearing Officer of that fact, in writing, at least (7) days prior to the hearing date.

#### Before the Hearing

- All exhibits to be presented at the hearing shall be exchanged between the school system and the parents at least five (5) days prior to the hearing.
- The school system must allow the parent to examine the child's records and make copies if requested.

#### During the Hearing

- The parent(s) and the school system may be represented by legal counsel.
- The parent(s) may present and cross-examine witnesses who know about the child's disability.
- The child may be present at the hearing.
- After the impartial Hearing Officer has heard the case, he/she will give a written decision.
- The impartial Hearing Officer understands what the law requires for children with special needs.

#### After the Hearing

- The parents will receive a written record or tape recording of all that was said at the hearing.
- A copy of the impartial Hearing Officer's decision will be given to both the school systems and parents. The Hearing Officer must render a decision within forty-five (45) days after the 504 Coordinator's receipt of the request for a hearing, unless the parents agree otherwise or the Hearing Officer has granted a continuance at the request of one of the parties.
- The decision made by the Hearing Officer is final unless parents or the school system appeals the decision to the appropriate state or federal court.

- A parent/guardian may file a complaint with the Office for Civil Rights (OCR) if she/he believes that the District has violated any provision or regulation of Section 504. OCR addresses Section 504 complaints separately and independently of the local hearing process, in accordance with the guidelines set forth in OCR's Case Processing Manual. A parent/guardian should contact OCR concerning timeframes for filing OCR complaints.

The OCR office for Tennessee is:

#### Atlanta Office

Office for Civil Rights  
U.S. Department of Education  
61 Forsyth St. S.W., suite 19T10  
Atlanta, GA 30303-8927  
Telephone: (404) 974-9406  
FAX: (404) 974-9471;  
TDD: 877-521-2172  
Email: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)

The OCR National Headquarters is:

U.S. Department of Education Office of Civil Rights  
Lyndon Baines Johnson Department of Education Bldg.  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800-421-3481  
FAX: (202) 453-6012  
TDD: 877-51-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

#### SCS TITLE I PARENTAL INVOLVEMENT

##### (POLICY #5010)

To comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion, creed, gender, socio-economic status, physical impairment or age. SCS will put into operation programs, activities and procedures for the involvement of parents in all its schools.

In Title I schools, the school district shall specifically put into operation Title I, Part A programs, consistent with section 1118 (<https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>) of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. For more information, please see full Policy 5010.

#### SCHOOL SUPPORT ORGANIZATIONS

##### Family Partnerships and School Support

##### (POLICY #7007)

The Division of Family Partnerships and School Support (FP&SS) has been charged with the development of programs and strategies to support the meaningful district-wide engagement of families in our district. The core of our work is expanding the capacity of schools to partner and programs that strengthen the home to school connection; while, supporting schools and building the capacity of our families to actively participate in their child's education as partners.

FP&SS provides services and programs that strengthen the home to school connection; while, supporting schools and building the capacity of our families to actively participate in their child's education as partners. Additionally, the FP&SS will provide assistance by providing tiered support for schools, coordinating parent groups, developing professional development opportunities for families and staff.

The Division of Family Partnerships and School Support is responsible for managing the school support organization application approval process. Our office location and contact information is below: TBD

## SCHOOL CLOSING PROCEDURES

(POLICY #3002)

### Emergency Closing

In making the decision to close schools, the superintendent or his or her designee shall consider many factors, including the following principle ones relative to the fundamental concern for the safety and health of students:

1. Weather conditions, both existing and predicted;
2. Driving, traffic and parking conditions, affecting public and private transportation facilities;
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous;
4. Inability of teaching personnel to report for duty which might result in inadequate supervision of students.

In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed.

**\*\*Shelby County Schools has implemented School Messenger to alert parents regarding school closures, emergencies, etc.**

Please be sure that all contact information is correct and up-to-date.

Did you know there is a PowerSchool app? From your Iphone, go to the app store and download the free PowerSchool mobile app. From your android, go to the Play Store and download the free PowerSchool mobile app. Once it is downloaded, you can set up email alerts and keep track of your child's grades and missing assignments. This is a great way to monitor your child's progress.

**THE GENTLEMEN AND LADIES ACADEMY**  
**[PROPOSED] STUDENT DISCIPLINARY POLICY**

**(Adopted in whole or in part from Shelby County Schools 2018-2019 Student-Parent Handbook)**

**Disciplinary Measures**

Several disciplinary measures may be employed to support acceptable student behavior. Disciplinary measures include parent/administrator conference, confiscation of items, loss of privileges, before/after school detention/Saturday school, suspension from the bus, in-school suspension, out-of-school suspension, expulsion, and remand/alternative placement.

With the exception of privileges restricted by the principal, suspension from the bus and confiscation of items, schools shall not impose multiple disciplinary measures on a student for a single offense or violation of the Code of Conduct. The principal may restrict activities for students who accumulate a certain number of suspensions. Activities that may be restricted by the principal and the actions that may place students on restriction shall be communicated to students and parents by the principal.

**Confiscation of Items and/or Loss of Privileges**

**1. Confiscation of Items**

“Confiscated items” include beepers, telephone pagers, laser pointers, and cellular phones, prohibited electronic devices, and any other item prohibited by the district. Unless the district extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at the time and location designated by the principal at the close of the next school day following the day that the parent received notification of confiscation or earlier at the principal’s discretion. Thereafter, the parent may pick up the device by appointment. The district does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district.

**2. Loss of Privileges**

Students may lose privileges including, but not limited to, the following:

- Loss of classroom privileges
- Loss of parking privileges
- Loss of extracurricular/athletic or other school-wide privileges
- Privileges restricted by the principal

**Before/After School Detention/Saturday School**

Students may be detained before or after the school day or required to attend Saturday school as a means of disciplinary action. The following guidelines shall be followed:

1. The student will be given at least one (1) full day of notice before detention/Saturday school.
2. Parents/guardians will be informed before detention/Saturday school takes place.
3. Students will be under supervision of certified staff members.
4. Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession.
5. Teachers must have the approval of the principal before issuing detention or requiring a student to attend Saturday school.
6. Students riding school buses will be provided an alternative to detention, or, in collaboration with the parents, assigned a later detention date.
7. Students with religious exemptions to Saturday school shall be provided with an alternative disciplinary option.

#### In-School Suspension

The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal, including vice/assistant principal, has sole discretion to issue in-school suspensions.

#### Out-of-School Suspension

Out-of-school suspensions vary in length from one (1) to ten (10) days. It is not the intent of the system to remove students from the school society for minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases. The principal, including vice/assistant principal, has sole discretion to issue out-of-school suspensions from one (1) to ten (10) days.

1. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.
2. Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school.

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat

of disrupting the academic process. Students on suspension must not be permitted to enter school property, attend class, or participate in school-sponsored activities while under suspension, unless otherwise allowed by law and/or Board policy (see TCA

49-6-3401(d) and the policy 6055 Alternative Schools) or when scheduled with the school administration to take exams.

#### Expulsion

Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. [Any single suspension in excess of ten (10) consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.] The principal may issue expulsions subject to student legal due process rights regarding appeals of expulsions [suspension of more than ten (10) days] and in accordance with the district-wide Student Code of Conduct. The superintendent may modify a state-mandated one-year expulsion on a case-by-case basis.

#### Safety Assessment Associated with Expulsion

When the student's infraction involves:

- a credible/substantive threat of harm;
- possession of a dangerous weapon (firearm, knife, taser, explosive, etc.);
- assault resulting in serious bodily injury to staff/student(s); or
- off-campus felony with a firearm,

The principal/assistant principal or designee shall: 1) consult with appropriate district staff responsible for IDEA (i.e., SPED and 504) to determine whether a student has an identified or suspected need for services under IDEA and hold a manifestation determination meeting if necessary; and 2) immediately refer the student for safety assessment. The department responsible for safety assessment shall provide the names of students referred for safety assessment to the department responsible for attendance and discipline.

Expelled students who either chose to appeal or chose not to appeal their expulsions may, at the discretion of the parent and upon assignment by the district, participate in alternative school or may attend other appropriate educational settings during the remainder of the expulsion.

The office responsible for alternative schools will inform the parents that the placement decision is being taken under advisement pending outcome of the safety assessment. Safety assessment findings and recommendations will be utilized in making the placement decision and in the implementation of the safety plan of the student. Students with a confirmed identified or suspected need for services under IDEA shall be exempted from this advisement period and may receive immediate alternative school placement or other appropriate accommodations.

The safety assessment advisement period must be completed within ten (10) days of the original incident. If extenuating circumstance exist preventing the completion of the safety assessment within ten (10) days of the incident (e.g., failure of parental/family participation in the safety assessment), then the department responsible for alternative schools shall convene a district administrative committee to discuss and make a recommendation regarding the appropriate placement of the student and the educational services (e.g., safety plan) available for the student. The district administrative committee shall include representatives of the departments responsible for alternative schools, attendance and discipline, and coordinated school health safety assessment, 504 implementation, special education services, and, when applicable, legal services. Upon consideration of the discussion and recommendations of the administrative committee, the department responsible for alternative schools shall make the placement determination and provide a justification if alternative placement is not made.

## Suspension from the School/MATA Bus

Except where prohibited by law, students who engage in bus-related misconduct may be suspended from riding the school or MATA bus to and from school. Decisions involving temporary/permanent removal from school bus or MATA bus ridership will be made by the principal. In such cases, the student would typically continue his/her school assignment, but he/she would have to use another means of transportation. Truancy laws would still be in effect. Additional disciplinary actions may also apply when bus related misconduct involves a violation of the Student Code of Conduct.

The district shall comply with applicable state and/or federal laws/regulations regarding the suspension of a student receiving special education services from school/Mata bus transportation.

## Reporting Procedures

Mandatory reportable criminal offenses shall be reported in accordance with state law and Board policy (see 7005 Mandatory Police Reporting). The principal shall consult with department responsible for security when determining whether local law enforcement should be contacted regarding any violation of the Code of Conduct that does not require mandatory reporting to law enforcement

or other agency. For reporting discrimination and sexual harassment, any student or parent/legal guardian who believes s/he is experiencing student-to-student discrimination or sexual harassment shall report such circumstances to a teacher, counselor, or principal immediately. If the report is made to a teacher or counselor, s/he must notify the principal immediately.

## Special Education Considerations

Students who also qualify for special education services determined to have violated this policy may be suspended, expelled, or remanded or otherwise disciplined only in accordance with special education laws and policies. For zero tolerance offenses, remand of a student who qualifies for special education services must be based on recommendation of the IEP team and the student must have a manifestation meeting prior to remand or exclusion from school for over ten (10) days.

Unless a disciplinary infraction is the direct result of a student's disability, the student will be disciplined in the same manner as a nondisabled student. The district, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

- a. if the conduct was a direct result of the district's failure to implement the IEP; and/or
- b. if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions [suspensions longer than ten (10) days], the student must continue to receive educational services.

Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the student's teacher, that the student is in need of special education and related services.



The school district must also contact the education specialist at the Department of Children's Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of ten (10) or more days or has had a petition filed against him/her by the school or school system.

## STUDENT CODE OF CONDUCT

### (Offenses and Penalties by Category)

The infractions of school discipline in the Shelby County Schools listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category. (For assistance determining the appropriate category for an offense, schools should contact the district office responsible for student discipline.)

#### Category A – State Zero Tolerance Offenses

1. Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school-sponsored activity.

#### Penalty for Category A Offenses:

- Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the superintendent.

#### Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;
2. Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony and the student's continued presence in school poses a danger to person or property or disrupts the educational process (see full Policy 6022);
4. Issuance of a criminal complaint charging a student with a violent felony or issuance of a violent felony delinquency complaint against a student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (\*Out of school suspension is not permitted for this offense. Remand or expulsion is required - See full Policy 6022);

5. Gang activities - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
6. Being under the influence of and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization;
7. Possession, use or distribution of counterfeit money on school property or at any school-sponsored activity;
8. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;
9. Continuous and/or severe Category C Offenses.

Penalty for Category B Offenses:

- \*Out-of School Suspension or
- Expulsion (11-180 day)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the superintendent or the Disciplinary Hearing Authority.

#### Category C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. False accusations against school personnel;
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event;
4. Smoking and/or the possession of tobacco products by students while in or on school, properties or under school's jurisdiction during school hours or while participating in a school-sponsored event;
5. Gang activities - any gang related activity not specified in Category B;
6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity;
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
8. Stealing or misappropriation of school or personal property (regardless of intent to return);

9. Immoral or disreputable conduct;
10. Continuous and/or severe Category D Offenses.

Penalty for Category C Offenses:

- In-School Suspension or
- Out-of School Suspension

When appropriate, notification will be made to law enforcement authorities.

#### Category D

1. Open or continued defiant attitude or willful disobedience toward a member of school staff;
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student;
3. Physical or verbal intimidation or threats to other students, including hazing;
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. Possession of mace or disabling sprays;
7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;
8. Sexual, racial, ethnic, or religious harassment/discrimination;
9. Bullying, intimidation, and harassment;
10. Refusal to produce an object identified by metal detectors;
11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C;
12. Continuous and/or severe Category E Offenses.

Penalty for Category D Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension

## Category E

1. Habitual and/or excessive tardiness;
2. Class cutting;
3. Intentional disturbance of class, cafeteria or school activities;
4. Leaving school grounds without permission;
5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without written permission of the principal;
9. Inciting, advising or counseling others to engage in any acts in Category D;
10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment.

### Penalty for Category E Offenses:

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension

## APPEALS RELATED TO STUDENT DISCIPLINE

### (POLICY #6026)

#### Authority of the Principal to Suspend Students

Any principal, vice principal, or assistant principal, is authorized to suspend a pupil from attendance at their respective school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons as outlined in law.

#### In-School Suspension

Any principal, vice principal or assistant principal may suspend any pupil from attendance at a specific class, classes or school sponsored activity without suspending the pupil from attendance at school pursuant to an in-school suspension policy adopted by the local board of education. Good and sufficient reasons for in-school suspension include, but are not limited to, behavior:

1. That adversely affects the safety and well-being of other pupils;
2. That disrupts a class or school-sponsored activity; or

3. Prejudicial to good order and discipline occurring in class, during school-sponsored activities or on the school campus.

Students receiving an in-school suspension exceeding one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Students given in-school suspension shall be required to complete academic requirements.

#### Due Process Regarding Suspensions

Except in an emergency, no principal, vice principal or assistant principal shall suspend any student until that student has been advised of the nature of the student's misconduct, questioned about it and allowed to give an explanation. Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal shall, within twenty-four (24) hours, notify the

parent or guardian and the department responsible for district-wide student discipline of:

1. The suspension, which shall be for a period of no more than ten (10) days;
2. The cause for the suspension; and
3. The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior, which shall be made available for review by the superintendent (or designee) upon request.

The following provisions apply to expulsions [suspensions of more than ten (10) school days]:

1. If, at the time of the suspension, the principal, vice principal or assistant principal determines that an offense has been committed that would justify a suspension for more than ten (10) days, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
2. The principal, vice principal or assistant principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
3. The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the board. The Disciplinary Hearing Authority shall consist of at least one (1) licensed employee of SCS, but no more than seven (7) members.
4. The hearing shall be held no later than ten (10) days after the beginning of the suspension. The Disciplinary Hearing Authority shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official designated in subdivision (C)(4)(a) who ordered the suspension. Notice shall also be given to the SCS employee referred to in subdivision (C)(4)(b) who requests a hearing on behalf of the suspended student.

After the hearing, the Disciplinary Hearing Authority may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or night school or suspend the student for a specified period of time.

A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the Disciplinary Hearing Authority. The student, principal, vice principal or assistant principal may, within five (5) days of the decision, appeal the decision of the Disciplinary Hearing Authority to the superintendent. The superintendent's designee shall review the written record of the Disciplinary Hearing Authority and shall make a recommendation to the superintendent as soon as practicable.

After receiving a recommendation from the superintendent's designee, the superintendent shall render a decision based on the designee's recommendation. Absent a timely appeal, the decision shall be final. Within five (5) days of the superintendent's decision, the student, principal, vice principal or assistant principal may request review by the board of education. The board of education based upon a review of the record, may grant or deny a request for a board hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. If the board conducts a hearing as a result of a request for review by a student, principal, vice principal or assistant principal, then, in accordance with state law and/or regulations the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five (5) days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. If the board conducts a hearing as a result of a request for review by a student, principal, vice principal or assistant principal that is closed to the public, then the board shall not conduct any business, discuss any subject, or take a vote on any matter other than the appeal to be heard. Nothing in this subdivision (C)(6) shall act to exclude the Tennessee Department of Children's Services from the disciplinary hearings when the department is exercising its obligations under T.C.A. § 37-1-140. The action of the board of education shall be final.

**Academic and Examination Provisions for Students Suspended during the Last Ten Days of a Term or Semester** In the event the suspension occurs during the last ten (10) days of any term or semester, the pupil may be permitted to take final examinations or submit required work that is necessary to complete the course of instruction for that semester, subject to the action of the principal, or the final action of the board of education upon any appeal from an order of a principal continuing a suspension.

#### **Recording Attendance for Students under In-School Suspension**

Students under in-school suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.

**Enrollment of Students under Suspension or Expelled from another School System in Tennessee or another State** SCS shall not be required to enroll a student who is under suspension or expelled in an LEA either in Tennessee or another state.

The superintendent shall make a recommendation to the board of education to approve or deny the request. The recommendation shall occur only after investigation of the facts surrounding the

suspension from the former school system. If the recommendation is to deny admission, and if the board approves the superintendent's recommendation, the superintendent shall, on behalf of the board, notify the commissioner of education of the decision this shall not affect students in state custody or their enrollment in SCS.

If SCS accepts enrollment of a student from another LEA, SCS may dismiss the student if it is determined subsequent to enrollment that the student had been suspended or expelled by the other LEA.

#### STUDENTS WITH DISABILITIES/DISCIPLINING STUDENTS WITH DISABILITIES

20 U.S.C. 1415(k), 24 C.F.R. §300.530-537

Students with disabilities are included in all Shelby County Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as non-disabled students. Consequences for offenses directed toward students with disabilities should reflect the severity or repetition of the offense.

Students with disabilities have special protections provided through law against unilateral suspension or removal from services or placements for disciplinary reasons. It is imperative that school personnel be aware of which students are classified as students with disabilities under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as time out, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the team includes an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a student's behavior and his/her disability, the student can be suspended or expelled according to normal school board policy; however, educational services are continued to the extent required.

#### Due Process Regarding Discipline Decision

Students with disabilities must be given the same due process protections as students without disabilities including but not limited to oral or written notice of the charges, presentation and explanation of existing evidence, the opportunity to present his or her case, notice, and a hearing.

#### Short-Term Removals and Suspensions

1. Short-Term Removal - Short term removals include sending a student to the principal's office, brief time outs, after school detentions, etc. These removals are not generally considered days of suspension.
2. Suspensions of Ten (10) Days or Less - Schools may suspend students with disabilities from school, so long as the individual or cumulative removals do not constitute a change of placement [ suspension over ten (10) cumulative days or a pattern of shorter suspensions that total over ten (10) days]. Partial days

are counted in calculating the 10 cumulative days. During the course of these short term suspensions, there is no duty to provide services or conduct a manifestation determination review.

3. In-School Suspensions - Days that students are placed in in-school suspension do not count towards the 10 cumulative day total so long as students have the opportunity to progress in the general curriculum, continue to receive IEP services, and continue to participate with non-disabled students to the same extent they would have in their current placement.

4. Bus Suspensions - Bus suspensions are counted towards the ten (10) cumulative days of suspension if transportation is included on the student's IEP, unless the district provides alternative transportation. If the student receives general education transportation services and the service is not included on the student's IEP, days of bus suspensions are generally not counted towards the ten (10) cumulative days.

#### Long-Term Removals and Changes of Placement

1. Removals for more than ten (10) Days - When suspensions exceed ten (10) cumulative school days, schools are required to hold a manifestation determination meeting and provide the student with educational services. Manifestation determination review meetings can be held after 24-hour notice to parents pursuant to Tennessee Rules of State Board of Education 0520-01-09-.15:

Parent Participation), but should be scheduled to enable the parent to attend.

2. On and After 11th Day - Services provided must enable the student to continue participating in the general education curriculum and possibly in alternative settings to progress toward meeting IEP goals and objectives. The IEP team has the duty of providing and reviewing functional behavioral assessments and behavioral intervention plans and developing IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

#### Manifestation Determinations

1. Standard of Review - The IEP Team must review all relevant information including evaluation results, observations of the student, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the student, and determine the following:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP.

IEP Teams must use the district's Manifestation Determination Worksheet and Instructional Guidance found on the main page of EasyIEP when determining whether a behavior is manifestation of the student's disability.

2. Manifestation Review Team - Members include a school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).

3. Conduct is Not a Manifestation of the Student's Disability - If the team determines that the student's conduct is not a manifestation of the disability, the student can be disciplined the same as students who



do not have disabilities; however, the student MUST continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.

4. Conduct is a Manifestation of the Student's Disability - If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. The student must be returned to the placement from which he or she was removed unless the IEP team agrees to a change of placement. The school must address the student's behavior through a functional behavior assessment and a behavior intervention plan. This provision does not apply to the special exceptions listed below.

#### Special Exceptions

School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. carries or possesses a weapon at school, on school premises, or at a school function;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. inflicts serious bodily injury on another person while at school or at a school function.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed, and should only be done following a review of the relevant definitions of "weapon" and "serious bodily injury.")

#### Discipline of Unidentified Students

Schools are deemed to have knowledge that a student has a disability and is entitled to discipline protections when:

1. Parents of the student expressed concern in writing to school officials or to a teacher that the student needs special education;
2. Parents requested an evaluation; or
3. Teacher or other school personnel expressed concerns about a pattern of behavior to a school official.

Schools are not deemed to have had knowledge if:

1. The student was evaluated and determined ineligible; or
2. A referral was made and parents refused evaluation or services.

When a student is unidentified but entitled to discipline protections, manifestation determination reviews are required.

Please refer questions to the Department of Exceptional Children: 416-5600.

ATTACHMENT D: Student Enrollment Policy

## **ATTACHMENT D: SCHOOL ENROLLMENT POLICY**

**Enrollment Rationale:** Gentlemen and Ladies Academy enrollment rationale takes into consideration the following enrollment shifts and patterns.

**Based on research that was done by our founding team we anticipate starting grades K-5 with 20 students and 6-8 with 25 students. Since this will be the first charter school in the Cordova area we anticipate a strong demand for our concept school because of the Stem aspect.**

Gentlemen and Ladies Academy will fill open seats from student from around the Cordova area and be an open optional school for resident in Shelby County.

**Because of low state exam attainment levels for county students and achievement gaps in grade and middle school student outcomes for at risk student subgroups in Shelby County School District our enrollment rationale incorporates the resources needed to remediate and ensure academic credit recovery for students entering Gentlemen and Ladies Academy already academically behind.**

- Gentlemen and Ladies Academy will enroll new students in Kindergarten thru the Eighth grades in order to support student readiness for early childhood programming and development in eleventh.
- Gentlemen and Ladies Academy anticipates about 200 students newly enrolled each year.

**ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support/ MOUs/ Contracts**

---

**Ms. Tashiona King**

1138 N. Germantown Pkwy., Ste. 101-182  
Cordova, TN 38016  
(901) 457-8100

29th March 2019

Dear Mr. LeFlore,

I am writing this letter to confirm my support of the Science, Technology, Engineering and Math (STEM) based charter school you will create in Cordova, Tennessee.

My son has attended some of the top education institutions for preschoolers, both public and private. I am grateful for his attendance at The Gentlemen and Ladies Academy above all of his preschool experiences as he experienced exponential social and academic growth. Currently a student at one of the top public schools in the state of Tennessee, he began his education well prepared and confident as a result of attending The Gentlemen and Ladies Academy. Specifically, his academic test scores were higher than 98 percent of his peers in Mathematics, Writing, and Reading. At The Gentlemen and Ladies Academy his educational aptitude was cultivated and challenged. Out of his attendance at The Gentlemen and Ladies Academy, he consistently performs at least one grade level above his actual grade level. The aforementioned is a result of your leadership and your ability to recognize and nurture the intelligence and potential of your students.

STEM education should no longer be viewed as a "luxury" of learning. Your desire, intent, and request to create a STEM based charter school makes clear your understanding that STEM education is an academic necessity. You consistently offer your students educational opportunities and resources that powerfully impact their academic experience. Currently there is no such STEM access available for students in the Cordova area. Having a STEM based charter school in Cordova will enhance the investment you are making into students daily through your remarkable contribution as an Educator. A STEM based charter school will further support your current and future students to powerfully contribute to the world you are preparing them to lead in!

Sincerely,

**Tashiona King**



Kenya Johnson &lt;kenyabjohnson@gmail.com&gt;

---

**Fwd: Support for K-8 Stem Academy**

2 messages

---

**theladiesacademy@gmail.com** <theladiesacademy@gmail.com>  
To: kenyabjohnson@gmail.com

Mon, Mar 4, 2019 at 2:28 PM

The Gentlemen and Ladies Academy  
Earl LeFlore Jr  
1690 Bonnie Lane  
Cordova, Tn. 38016

Begin forwarded message:

**From:** Lekeshia Purdy <lekeshiaalexander@gmail.com>  
**Date:** March 4, 2019 at 2:22:11 PM CST  
**To:** Ladies Academy <theladiesacademy@gmail.com>  
**Subject:** Support for K-8 Stem Academy

Good Afternoon:

I am emailing to express my support for the K-8 Stem academy being proposed by Earl Leflore Jr.. My child attended the Gentleman and Ladies Academy for Pre- K and Kindergarten. It was at this institution, that my son was nurtured socially, emotionally, and academically. My son is currently in the Optional Program for a local public school and has recently been asked to test for the CLUE Gifted and Talented program. I am grateful for the hard work and support Mr. Leflore and his staff have put into this program and ensuring that all children have the ability to succeed.

In conclusion, I am in full support of Mr. Leflore expanding the vision of The Ladies and Gentleman Academy to meet the needs of the students that we have in this county that not only need academic support, but also social and emotional learning as well.

Thank you for your time and consideration

Lekeshia Purdy  
Master of Education in Special Education  
Masted of Educational Administration  
SCS Special Education Consultant Teacher

---

**Kenya Johnson** <kenyabjohnson@gmail.com>  
To: theladiesacademy@gmail.com

Mon, Mar 4, 2019 at 2:44 PM

Love it!

With gratitude,

Kenya

[Quoted text hidden]

195 of 124



Kenya Johnson &lt;kenyabjohnson@gmail.com&gt;

**Fwd: school success**

1 message

**theladiesacademy@gmail.com** <theladiesacademy@gmail.com>  
To: kenyabjohnson@gmail.com

Mon, Mar 18, 2019 at 6:11 PM

The Gentlemen and Ladies Academy  
Earl LeFlore Jr  
1690 Bonnie Lane  
Cordova, Tn. 38016

Begin forwarded message:

**From:** Tina Pillow <tina.pillow@bxs.com>  
**Date:** March 18, 2019 at 4:00:47 PM CDT  
**To:** Ladies Academy <theladiesacademy@gmail.com>  
**Subject:** school success

Hello,

I just wanted to commend The Gentlemen And Ladies Academy for being such a wonderful school that gives each child a great solid foundation. My daughter Mckenzie, who is five now has attended the school since she was three years old and I am so pleased. She is currently on a first grade level and is reading, writing and solving math problems. Her skill set is so advanced for her age. The class size is what I really enjoy the most. I think Mckenzie excels by being with a teacher that can devote time to a smaller based class. The school takes the time to ensure the children have the basic skill sets to help them achieve success. The entire staff is friendly and welcoming and they show so much love and encouragement to the students. Mckenzie enjoys going to school each day. I like the school because it provides a safe and secure environment for the students to develop and learn daily.

Thanks.

**Tina Pillow**  
**Branch Manager NMLS#762025**  
**1222 E. Raines Rd Memphis, TN 38116**  
**O:901-344-7872 M:901-604-7773**  
**tina.pillow@bxs.com**

**CONFIDENTIALITY NOTICE:** This message originates from BancorpSouth. This e-mail message and all attachments may contain CONFIDENTIAL INFORMATION WHICH ALSO MAY BE LEGALLY PRIVILEGED and which is intended solely for the use of the addressee(s) named above. If you are not the intended recipient, you should immediately stop reading this message and delete it from your system. Any unauthorized reading, distribution, copying, or other use of this message or its attachments is strictly prohibited. This message may not be copied or distributed without this disclaimer. If you received this message in error, please notify me immediately by telephone or by return e-mail.

**CONFIDENTIALITY STATEMENT**

This email and any documents transmitted with it may contain information that is confidential or proprietary to BancorpSouth Bank or is subject to legal privilege and is solely for the use of the individuals or entities to whom this email was addressed or

196 of 124



Kenya Johnson &lt;kenyabjohnson@gmail.com&gt;

**Fwd: I Support the Expansion of the Ladies & Gentleman's Academy**

1 message

**theladiesacademy@gmail.com** <theladiesacademy@gmail.com>

Tue, Mar 5, 2019 at 4:17 PM

To: kenyabjohnson@gmail.com

The Gentlemen and Ladies Academy  
Earl LeFlore Jr  
1690 Bonnie Lane  
Cordova, Tn. 38016

Begin forwarded message:

**From:** Brilliant Branding <brilliantbrandinginfo@gmail.com>  
**Date:** March 5, 2019 at 3:49:39 PM CST  
**To:** theladiesacademy@gmail.com  
**Subject:** I Support the Expansion of the Ladies & Gentleman's Academy

To Whom This May Concern:

I'm writing in support of the expansion of the Ladies and Gentleman's Academy.

My daughter attends Pre-K at this facility and the knowledge, growth and family-friendly atmosphere they provide has assured me she is in good hands. I would love for her to have the opportunity to continue her education at this learning center!

Kind regards,

**Danika Parris**

Founder/Owner  
Brilliant Branding Media & Project Management  
404-919-2038  
BrilliantBrandingMedia.org  
FB & IG: @brilliantbrandingco

197 of 124



Charles A Stout  
1041 Welbeck Cove  
Collierville, TN. 38017  
[stoutca@yahoo.com](mailto:stoutca@yahoo.com)

Dear Evaluation Team,

I am writing in support of the charter application of Earl LeFlore Jr. When Mr. LeFlore informed me of his team's desire to start a STEM based charter in Cordova, TN. I was very excited. I have volunteered in the education field for many years and opportunities to enhance math and science-based education is always welcome in our changing world. As someone who holds a doctorate in Mechanical Engineering, I am sure that my bias for STEM is showing. However, I believe once you have the ability to solve problems that can be applicable in any other path chosen.

I have chosen to send both of my children to Mr. LeFlore's The Gentlemen and Ladies Academy because I love the culture of respect and growth that he has built in the school. The children have the opportunity to learn at paces that suits their needs which in turn allows them to dream big. I have worked in many capacities within education programs and I believe that Mr. LeFlore is well positioned to be successful with this school. As a parent with a son who wants to be a pilot and a daughter that wants to be an inventor, Mr. LeFlore's charter school would be a place that I would love for them to be able to attend.

I can confidently recommend that the Mr. LeFlore be granted the opportunity to start the STEM charter school that he proposed. If you require further clarification of any of my statements, I can be reached at the email address listed above.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Charles A Stout", with a stylized flourish at the end.

Dr. Charles A Stout, PE

**ATTACHMENT F:**

**Board Governance Documents**

- F1. Articles of Incorporation**
- F2. Proof of non-profit and tax exempt status**
- F3. By-laws**
- F4. Code of Ethics**
- F5. Conflict of Interest Policy**
- F6. Board member resumes**
- F7. Board policies, including policies on open meetings and open records**

**ATTACHMENT F-1:**  
**ARTICLES OF**  
**INCORPORATION OF**  
**The LeFlore Foundation**

The name of this corporation is The LeFlore Foundation.

**II**

- A. This organization is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for charitable purposes.
- B. The Specific purposes for which this corporation is organized include, but are not limited to: [the preservation and management of parkland and delivery of programs for scientific, historic, educational, ecological, recreational, agricultural, scenic or open space opportunities.]

**III**

The name and address in the State of Tennessee of this Corporation's initial agent for service of process is:

Name: Willie Earl LeFlore Jr.

Address 2185 Long St. Memphis, TN 38114

**IV**

- A. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- B. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of said Code, or the corresponding provisions of any future statute of the United States.
- C. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation; nor shall the corporation participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The names and addresses and office held of the persons designated to act as the initial Board of Directors of this corporation are:

President: Willie Earl LeFlore Jr., 2185 Long St. Memphis, TN 38114  
Secretary: Bernadine Lewis, 2185 Long St. Memphis, TN 38114

VI

- A. The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, trustee, member or officer of this corporation, or to any private person.
- B. Upon the dissolution or winding up of the corporation, any assets remaining after payment of, or provision for payment of, all debts and liabilities shall be distributed to a governmental entity described in Section 170(b)(1)(A)(v) of the Internal Revenue Code, or to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes, which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, and which is qualified to receive "qualified conservation contributions" within the meaning of Section 170(h) of said Code, or the corresponding provisions of any future statute of the United States.
- C. In the event of a liquidation of this corporation, all corporate assets shall be disposed of in such a manner as may be directed by decree of the superior court for the county in which the corporation has its principal office, on petition therefore by the Attorney General or by any person concerned in the dissolution, in a proceeding to which the Attorney General is a party.

IN WITNESS WHEREOF, the undersigned, being the Incorporators of [name of nonprofit] and the initial directors named in these Articles of Incorporation on \_\_\_\_\_, 2015.

INCORPORATORS

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Incorporator

**DIRECTORS**

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Director

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Director

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Director

**DECLARATION**

We are the persons whose names are subscribed below. We collectively are all of the incorporators of The LeFlore Foundation and all of the initial directors named in the Articles of Incorporation, and we have executed these Articles of Incorporation. The foregoing Articles of Incorporation are our act and deed, joint and severally.

Executed on \_\_\_\_\_, 2015, at \_\_\_\_\_, Memphis, TN

We, and each of us, declare that the foregoing is true and correct.

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Incorporator

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Incorporator

\_\_\_\_\_  
[signature]

\_\_\_\_\_  
[typed name], Director

**ATTACHMENT F-2 PROOF OF NONPROFIT AND TAX EXEMPT STATUS**

INTERNAL REVENUE SERVICE  
P. O. BOX 2518  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 22 2016**

**THE JEWELRY FOUNDATION**  
**1699 BONNIE LANE**  
**CORONA, TN 38012-0009**

Employer Identification Number:  
47-3469539  
EIN:  
26051476001515  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 328-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
30913 (2)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
August 10, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

**Dear Applicant:**

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4321-PC" in the search bar to view Publication 4321-PC Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436

## F-3: The LeFlore Foundation

### By-Laws

#### ARTICLE I: PURPOSE AND MISSION

The LeFlore Foundation, further referred to as LFF is a non-profit corporation and shall operate exclusively for the charitable purposes within the meaning of 501-c-3 of the Internal Revenue Code, or corresponding section of the Federal tax code.

The mission of the Foundation is to facilitate high performance of students in elementary and middle school and to equip them with foundational skills necessary for success in high school, college, career, and community.

#### ARTICLE II: MEMBERS

Section 1: **Membership:** The Corporation shall have no members. The term "member" as used in these bylaws shall be used solely to refer to members of the Board of Directors or Board Committees

Section 2: **Board Composition:** The Board shall consist of no less than five (5) and no more than seven (7) persons, a majority (51 %) of whom shall be patients of the health center for whom their principle source of primary care is LFF. As a group, the patient Board Members must reasonably represent the individuals served by the Center in terms of ethnicity, race, sex, age and economic status. At least one Board member shall represent a parent of the education facility in the target area. No Board Member shall be an employee or an immediate family member of an employee of LFF. Immediate family shall include spouses, parents, siblings, and children by blood or marriage

Remaining Board members shall represent the communities served by LFF and shall be elected for their expertise in education, government, finance and banking, legal affairs, health care services and social services.

Section 3: **Ex-Officio Members:** The LFF CEO will serve as an ex-officio member of the Board of Directors. The Board may additionally appoint other Ex-Officio members by majority vote.

Ex-officio members will have all the privileges and responsibility of membership except for voting privileges.

Section 4: **Honorary Board Members:** The Board of Directors may elect as honorary members such persons as it deems to have made a sufficient contribution and

whose appointment is in the best interest of the Corporation. Such honorary members shall attend all regular and special meetings without vote.

**Section 5: Terms of Membership:** Voting members of the Board shall serve (1) two-year term. Terms will begin at the time a new member joins the board. Terms shall be limited to three consecutive (2 year) terms. This limitation may be waived on a case-by-case basis for individual members requesting to serve another term by a majority vote of the Board.

**Section 6: Fiduciary Duty and Conflicts of Interest:**

a) **Fiduciary Duty:** Each member of the Board has a fiduciary duty to the corporation and must give his or her loyalty. A Board member must disclose any business or professional activity that has, or could have the appearance of, a conflict of interest to their position on the Board. The Board shall consider such disclosures and take appropriate actions as required. Failure to fully disclose a potential conflict of interest as required by this Article is cause for removal from office.

b) **Conflict of Interest:** No member shall participate in the selection, award or administration of any contract or other affiliation relating to the corporation or for the furnishing of services or supplies to the corporation, in which he or she or his/her immediate family or partner has an any arrangement concerning employment, nor shall any member divulge the subject or substance of such discussions, contracts or other affiliations to any person, institute, entity, company or other third party. A Conflict of Interest Statement is an addendum to these by-laws, and shall be signed annually by all Board Members.

**Section 7: Vacancies and Resignations:** Resignations shall be made in writing and presented at a regular meeting of the Board. Vacancies will be filled by a majority vote of the membership from the slate of nominees prepared by the nominating committee and presented at least one meeting prior to the vote.



The Board may choose, by a majority vote, not to fill a vacancy as long as minimum membership is maintained. Nominees will be selected to represent the membership as described in Section 2.

**Section 8: Removal of Members:** Upon three absences within a fiscal year from regularly scheduled Board Meetings the Chair will contact the Board member regarding their membership status. The Chair will report to the Board of Directors regarding his/her discussion(s) with the Board Member who has been absent. The Board of Directors will then determine if continued membership is warranted two-thirds majority vote.

The Board may also terminate, by two-thirds vote, any member who, in the Board's judgment, may have compromised the best interest of the organization.

**Section 9: Compensation:** Members shall serve without compensation, except that reasonable expenses will be paid when travel or other activities occur as a result of Board action.

### **ARTICLE III: GENERAL POWERS AND DUTIES**

The LFF Governing Board maintains appropriate authority to oversee the operations of the center, including:

- A. Holding monthly meetings
- B. Making policy decisions regarding location, scope of services to be provided and hours of operation.
- C. Setting and approving the annual budget.
- D. Reviewing, and approving the all grant applications.
- E. Measuring and evaluating the organization's progress in meeting its annual and long- term programmatic and financial goals and developing plans for the long range viability of the organization by engaging in strategic planning, ongoing review of the organization's mission and bylaws, evaluating patient satisfaction, and monitoring organizational assets and performance
- F. Approving the hiring and dismissal of the Chief Executive Officer.
- G. Conducting an annual evaluation of the CEO's performance.

H. Establishing, reviewing and approving general policies for LFF

1. Each Board member will sign and adhere faithfully to a Board Member Job Description, Statement of Confidentiality, Conflict of Interest Policy, and any addendum to these By-Laws. Failure to comply with the conditions of these statements shall be cause for removal from the Board.

## **ARTICLE IV: MEETINGS**

Section 1: **Annual Meetings:** The May meeting of the Governing Board will be the annual meeting of the Corporation.

Section 2: **Regular Meetings:** Regular meetings of the board shall be held monthly at a time and place designated by the Board. A regular meeting may be canceled by a majority vote at the previous meeting or in the event of unforeseen circumstances a phone poll.

Section 3: **Special Meetings:** Special meetings may be called by the Board Chairperson or by the majority of the Board by giving two days notice, written or oral, or without notice if notice is waived in writing by all the members. Notice is considered waived by any member in attendance at the special meeting.

Section 4: **Teleconference Board Meetings:** A board meeting may be conducted by any means of communication through which the members participating and all members physically present at the meeting may simultaneously hear each other during the meeting. Participation in a meeting by such means constitutes presence in person at the meeting

Section 5: **Quorum:** One-third of the total current membership of the Board of Directors will constitute a quorum. Business cannot legally be conducted without a quorum in attendance at the meeting.

Section 6: **Voting:** All questions at the meetings of the Board shall be decided by majority vote of those entitled to vote and present in person at the meeting. Each member is entitled to one vote. If a vote is required between regularly scheduled Board meetings, and a special meeting cannot be conducted, the Board Chairperson may conduct a telephone vote if the issue to be voted upon was addressed at the previous regular Board meeting and members agreed to vote by telephone. Only members who attended the regular Board meeting will vote by telephone.

If an emergent issue requires an immediate vote and has not been discussed at a previous board meeting, the Board Chairperson may discuss the issue by phone with the members of the Executive Committee and secure the required vote. All actions taken by the Executive Committee will be ratified by action of the full Board at the first Board meeting following.

Section 7: **Minutes:** The Corporation shall record and keep correct and complete minutes of the proceedings of its members, Board of Directors and committees. All records of the Corporation may be inspected by any Director for any proper purpose at any reasonable time.

## **ARTICLE V: OFFICERS**

Section 1: **Officers:** The officers of the Board shall consist of the Chairperson, Vice Chairperson, and Secretary/Treasurer.

Section 2: **Chairperson:** The Chairperson shall be selected from the Board and shall preside over all meetings of the Board sign or counter sign all certificates, contracts or other instruments of the corporation as authorized by the Board. The Chairperson shall be kept advised of the general affairs of the LFF and ensure that all orders, resolutions and policies of the Board are implemented. The Chairperson shall perform the usual duties customarily vested in the office of Chair of the Board, and shall perform other duties as may be assigned to the Chairperson by the Board. The Chairperson shall be an ex-officio member of each standing committee.

Section 3: **Vice Chairperson:** The Vice Chairperson shall perform the duties of the Chairperson when the Chairperson is absent, and when so acting shall have all the power and be subject to all restrictions upon the Chairperson. The Vice Chairperson shall also perform such other duties as may be delegated.

Section 4: **Secretary/Treasurer:** The Secretary/Treasurer shall be responsible for all Board secretarial and treasurer duties and serve as chairperson of the Board Finance Committee. The Secretary/Treasurer shall attend all

meetings of the Board and all Finance Committee meetings and shall be responsible for maintaining the minutes of the proceedings of such meetings. Recording of the minutes may be delegated to another party. The Secretary/Treasurer shall perform other duties that may be delegated.

Section 5: **Elections:** Officers shall be elected from a slate prepared by the Nominating Committee and presented at least one meeting prior to the election. Elections will be held at the annual meeting.

Section 6: **Term of Office:** Officer's terms of office shall be one (1) year and can be extended to two terms if approved by two thirds vote of the Board of Directors. Officers may return to a position after a one year hiatus. The outgoing Vice Chairperson will assume the office of Chairperson. The officers shall begin filling their term of office at the conclusion of the annual meeting.

## ARTICLE VI: COMMITTEES

Section 1: **General:** The Chairperson shall appoint committee members and designate a Chair of said committee, with Board approval. That Chair and all members of each committee shall hold office for one (1) year or until their successors are appointed and approved. The Chair of each committee shall have the power to fill any vacancies that occur on the committee for the remainder of the year. All committees of the Board shall meet at such time and place as designated by the Chair of the committee and as often as necessary to accomplish their duties. All meetings will be documented with minutes. Non-Board members may be appointed to Board committees but in all instances the Chair of a committee and a majority of committee members will be members of the Board.

Section 2: **Executive Committee:** The Executive Committee shall consist of all Officers of the Board as well as the immediate past Chairperson. These shall be the Chairperson, Vice Chair, Secretary/Treasurer, and the previous Chairperson. During the intervals between meetings of the Board of Directors, the Executive Committee shall possess and may exercise, when necessary, to ensure the function of the LFF the following powers of the Board; approval of spending contracts, lease agreements, or any other functions deemed emergent and necessary, with the exception of the power to add to, amend, or appeal these By-Laws. Actions taken by the Executive Committee shall be ratified by the full Board at the next meeting.

Section 3: **Other Standing Committees:** The Board of Directors will designate from among its members standing committees: standing committees will include: Finance, Nominating, Building and Facilities, Personnel, Planning

and Development. Other special committees, each of which, shall make recommendations to the rest of the Board of Directors. Committees shall report briefly on their activities or projects at each Board meeting.

Section 4: **Special Committees:** From time to time, the Chairman of the Board may designate one or more special committees. Special committees shall report on their activities at each Board meeting.

## **ARTICLE VII: AMENDMENTS**

The Board may amend the By-Laws by a majority vote at a regular or special meeting, provided written notice of such an amendment has been given ten (10) days in advance. No By-Laws may be adopted that are in conflict with state or federal laws specifically those that govern schools, education facilities, and child care operations.

## **ARTICLE VIII: INDEMNIFICATION**

Agents of this corporation, past, present, and future, including officers, directors, committee members, volunteers, and administrators, shall be entitled to indemnification by the corporation against expenses, judgments, fines, settlements and other amounts reasonably incurred. This protection extends only to those actions performed within the role and scope of his or her duties as recognized by the Corporation.

## **ARTICLE VIII: PARLIAMENTARY AUTHORITY**

The parliamentary authority of the Board shall be Roberts Rules of Order, Revised. In addition, the Board may choose to design their own Ground Rules to be in effect during all meetings.

## **ARTICLE IX: DISSOLUTION**

If the corporation becomes nonfunctional or becomes ineffective in achieving its purpose, the Board of Directors shall call for dissolution of the Corporation. The motion for dissolution will be approved by two-thirds majority vote of the voting members then serving in office. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute all

residual assets to other 501 (c)(3) non-profit entities as approved by the corporation's Board.

Revised and Approved by Board of Directors:

Signature of Chairperson

## ATTACHMENT F-4 CODE OF ETHICS

### GENTLEMEN AND LADIES ACADEMY

#### CODE OF ETHICS

Gentlemen and Ladies Academy trustees, officers and employees shall at all times be in compliance with the following Code of Ethics:

1. The Board shall conduct and direct the affairs of Gentlemen and Ladies Academy and exercise all such powers as may be exercised by Gentlemen and Ladies Academy, subject to all applicable laws, the Gentlemen and Ladies Academy Charter and these By-laws. The Board may delegate the management of the activities of Gentlemen and Ladies Academy so long as the affairs of Gentlemen and Ladies Academy are managed and its powers are exercised under the Board's ultimate jurisdiction.

2. Not more than 40% of the Board may be interested persons. An interested person is:

- A. any person currently being compensated by Gentlemen and Ladies Academy for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a

Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

- A. a self-dealing transaction;
- B. a conflict of interest;
- C. indemnification of that Trustee uniquely;
- D. in the case of the Director or Co-Directors of the Gentlemen and Ladies Academy Charter School, such person's evaluation and compensation; or
- E. any other matter at the discretion of a majority of the Trustees then present.

4. Gentlemen and Ladies Academy shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which Gentlemen and Ladies Academy is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board's general standard of care a transaction that is part of a public or charitable program of Gentlemen and Ladies Academy, if the transaction:

- A. is approved or authorized by the Board in good faith and without unjustified favoritism, and
- B. results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee, office, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization,

The Gentlemen and Ladies Academy

approval or ratification, shall make a prompt, full and frank disclosure of such person's interest to the Board or committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her personal influence in connection with, or be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.

6. Trustees representing any not-for-profit corporation proposing to do business with Gentlemen and Ladies Academy shall disclose the nature and extent of such business propositions.

7. No trustee, officer or employee of a for-profit corporation having a business relationship with Gentlemen and Ladies Academy shall serve as a voting member of the Board of

Trustees for the duration of such business relationship provided, however, that this provision shall not apply to the following:

- A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;
- B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;
- C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

8. Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.

9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Trustees shall not accept any gift or privilege in connection with Gentlemen and Ladies Academy worth \$50 or more that is not available to a similarly situated person unless that gift is for the use of Gentlemen and Ladies Academy.

12. Gentlemen and Ladies Academy Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.



The Gentlemen and Ladies Academy

13. Trustees, officers and employees shall abide by the current Gentlemen and Ladies Academy Conflict of Interest Policy and shall annually sign the Conflict of Interest statement appended thereto as applicable.

## **ATTACHMENT F-5 CONFLICT OF INTEREST POLICY**

### **CONFLICT OF INTEREST POLICY**

#### **SECTION 1. PURPOSE:**

The Gentlemen and Ladies Academy is a Charter School for the Shelby Count Schools system. Maintenance of its status is important both for its continued financial stability and for public support. Therefore, the SCS as well as state regulatory officials view the operations of The Gentlemen and Ladies Academy as a public trust, which is subject to scrutiny by and accountable to such governmental authorities as well as to members of the public.

Consequently, there exists between The Gentlemen and Ladies Academy and its board, officers, and management employees and the public a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The board, officers, and management employees have the responsibility of administering- the affairs of The Gentlemen and Ladies Academy honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of The Gentlemen and Ladies Academy. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with The Gentlemen and Ladies Academy or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

#### **SECTION 2. PERSONS CONCERNED:**

This statement is directed not only to directors and officers, but to all employees who can influence the actions of The Gentlemen and Ladies Academy. For example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning The Gentlemen and Ladies Academy.

#### **SECTION 3. AREAS IN WHICH CONFLICT MAY ARISE:**

Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

1. Persons and firms supplying goods and services to The Gentlemen and Ladies Academy.
2. Persons and firms from whom The Gentlemen and Ladies Academy leases property and equipment.
3. Persons and firms with whom The Gentlemen and Ladies Academy is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property.
4. Competing or affinity organizations.
5. Donors and others supporting The Gentlemen and Ladies Academy.
6. Agencies, organizations, and associations which affect the operations of The Gentlemen and Ladies Academy.
7. Family members, friends, and other employees.

#### **SECTION 4. NATURE OF CONFLICTING INTEREST:**

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned in Section 3. Such an interest might arise through:

- a. Owning stock or holding debt or other proprietary interests in any third party dealing with The Gentlemen and Ladies Academy.
- b. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with The Gentlemen and Ladies Academy.
- c. Receiving remuneration for services with respect to individual transactions involving The Gentlemen and Ladies Academy.
- d. Using The Gentlemen and Ladies Academy's time, personnel, equipment, supplies, or good will for other than The Gentlemen and Ladies Academy - approved activities, programs, and purposes.
- e. Receiving personal gifts or loans from third parties dealing or competing with The Gentlemen and Ladies Academy. Receipt of any gift is disapproved except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

#### **SECTION 5. INTERPRETATION OF THIS STATEMENT OF POLICY:**

The areas of conflicting interest listed in Section 3, and the relations in those areas which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relation by analogy.

The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of The Gentlemen and Ladies Academy.

However, it is the policy of the board that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

**SECTION 6. DISCLOSURE POLICY AND PROCEDURE:**

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and The [board or a duly constituted committee thereof] has determined that the transaction is in the best interest of the organization.
4. Disclosure in the organization should be made to the chief executive officer (or if she or
5. he is the one with the conflict, then to the board chair), who shall bring the matter to the attention of the [board or a duly constituted committee thereof].
6. Disclosure involving directors should be made to the board chair, (or if she or he is the one with the conflict, then to the board vice-chair) who shall bring these matters to the [board or a duly constituted committee thereof].

The [board or a duly constituted committee thereof] shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to The Gentlemen and Ladies Academy. The decision of the [board or a duly constituted committee thereof] on these matters will rest in their sole discretion, and their concern must be the welfare of The Gentlemen and Ladies Academy. and the advancement of its purpose.

# KENYA JOHNSON

## MBA

1069 Scaife Road  
Memphis, TN 38116

(901) 359-3505

kenyabjohnson@gmail.com

### VOLUNTEER ACTIVITIES

Mentor/Tutor – ESL Adult  
Learners - Literacy Mid-South

Instructor - Cooking Matters  
The Works Inc. (Healthier  
Tennessee Initiative)

### TECHNICAL SKILLS

Proficient in Microsoft Office  
Suite, SAP, Monitor,  
BalanceAAP, BalancePay,  
AAPanner, various web  
platforms and other software  
programs

### ADDITIONAL TRAINING

#### Professional Training:

Supervising for Success,  
Business Development,  
Performing Human  
Resource Audits, Dispute  
Resolution, and Diversity in  
the Workplace

#### Formal Education:

Human  
Resource Management,  
Organizational  
Management, Human  
Relations and  
Organizational Behavior,  
Human Capital  
Development, Managerial  
Decision Making, Strategic  
Implementation, and  
Change Management

Highly motivated results-oriented professional with exceptional communication and soft skills. Experienced in identifying and evaluating organizational needs related to employee engagement and process improvement to maximize productivity. Dynamic speaker, trainer and presenter, skilled in delivering effective presentations to diverse audiences at all organizational levels.

### Education

M.B.A., Human Resource Management, 2007  
University of Phoenix, Phoenix, AZ

B.S., Education, 2002 *cum laude*  
University of Memphis, Memphis, TN

### Experience

#### HUMAN RESOURCES AND TRAINING

Collaborated with clients on instructional design of organizational specific training modules  
Facilitated workplace diversity and inclusion training  
Promoted workplace diversity with management and non-management employees  
Presented customized online and onsite training to employees at all organizational levels  
Administered client satisfaction surveys and recommended action plans  
Managed internal audit project of human resource documentation to ensure compliance with federal regulations and identified discrepancies to minimize client exposure  
Assessed and proposed solutions for client inefficiencies  
Directed facility HR representatives on compliance guidelines and internal audit process  
Designed and maintained metrics system to measure phases, effectiveness and integrity of audit

#### RECRUITING AND CLIENT RELATIONS

Managed full-cycle candidate recruitment, selection, evaluation and placement process  
Designed and implemented procedure for tracking and monitoring applicants  
Developed and monitored weekly productivity report to measure accurate staffing levels  
Successfully created administrative marketing strategies used as model to train other offices  
Facilitated job fairs, managed online recruiting, postings and advertisements on external job sites  
Conducted applicant interviews, processed reference checks, trained and coached team member  
Facilitated employee onboarding, prepared performance reviews and conducted exit interviews  
Maintained 30% quarterly growth and increased placement ratio nationally  
Cultivated relationships with external human resource professionals and other key managers

#### LABOR AND EMPLOYMENT

Constructed statistical data analyses to determine client financial exposure to litigation  
Revised and amended handbooks, policies, training materials and presentations  
Authored management/litigation reports for business units as needed  
Analyzed personnel data and prepared affirmative action plan reports  
Managed all aspects of Tennessee and Mississippi workers' compensation cases  
Managed cases related to discrimination, wrongful termination and sexual harassment  
Prepared legal documents in responses to discrimination charges and civil litigation matters

### Work History

ESL INSTRUCTOR/RECRUITER (Live Web Platform - Contract)

VIPKID, Beijing, China – March 2017 to Present

HUMAN RESOURCES CONSULTANT (Diversity & Inclusion Trainer - Contract)

F&H Solutions Group, Memphis, TN - March 2015 to Present (as available)

HUMAN RESOURCES CONSULTANT (Contract)

International Paper (L & E Legal), Memphis, TN - October 2013 to August 2016

LABOR AND EMPLOYMENT PARALEGAL

Ford Harrison, LLP, Memphis, TN – March 2011 to September 2013

LABOR AND EMPLOYMENT PARALEGAL

Kiesewetter Wise Kaplan Prather, Memphis TN – August 2005 to March 2011

**Ms. Bernadine Lewis**

2185 Long St  
Memphis, TN. 38114  
Home: 901-267-5033  
Cell: 901-337-5594  
[bernadilw2@yahoo.com](mailto:bernadilw2@yahoo.com)

**Retired: Memphis and Shelby County Schools**  
**27 years of Service**

**CERTIFICATIONS**

Mathematics 7-12, Physical Education K-12, Health k-12

**Education**

University Tennessee at Martin  
**Bachelor of Science in Education**

**Career Level 1 Teacher**  
**AP Calculus Training**

**Teaching Experience**

**Hope Academy**  
616 Adams Ave.  
Memphis, TN. 38105  
(901) 405-8639  
2011- May 23, 2014 Retired  
Mathematics Teacher

**Sheffield High School**

4315 Sheffield Ave.  
Memphis, TN 38118  
(901) 416-2370  
1992- 2011  
Algebra I, Geometry, Algebra Gateway, Algebra II and Math Department Co-chair

**Whitehaven High School**

1991-1992  
Algebra I

**Fairley High School**

1990-1991  
Algebra I

**Graceland Junior High School**

1988-1990  
7<sup>th</sup> and 8<sup>th</sup> grade Mathematics

**Technology Skills**

Microsoft Word, Power Point, Stanford Math, Chancery SMS, Power Teacher, CPS ( Classroom Performance System), Discovery Education, Learning Village, Smart Board, ED plan, TI-83 Graphing Calculator, Avatar, Gizmos Training

# Reginald R. Andrews, PharmD

7775 CHAPEL RIDGE DRIVE  
CORDOVA, TENNESSEE, 38018  
901.283.3803  
1DRANDREWS@GMAIL.COM

---

## Career Objective

To help continue the outstanding work of Encompass Health's network of hospitals through productive collaboration with our medical teams and to further enhance the company's success and reputation of excellent inpatient rehabilitative care.

## Work Experience

### ENCOMPASS HEALTH CORP., MEMPHIS, TENNESSEE

*Director of Pharmacy Services, Jan 2008 – Present*

- Plan, implement, or maintain procedures for mixing, packaging, or labeling pharmaceuticals, according to policy and legal requirements, to ensure quality, security, and proper disposal.
- Provide information and advice regarding drug interactions, side effects, dosage, and proper medication storage.
- Provide specialized services to help patients manage conditions such as diabetes, asthma, smoking cessation, or high blood pressure.
- Collaborate with other health care professionals to plan, monitor, review, or evaluate the quality or effectiveness of drugs or drug regimens, providing advice on drug applications or characteristics.
- Order and purchase pharmaceutical supplies, medical supplies, or drugs, maintaining stock and storing and handling it properly.
- Specific clinical responsibilities include managing our TPN program, anticoagulation and pharmacokinetic services, and individual consultations regarding therapy development.
- Director of Pharmacy Services for both Memphis hospitals of 130 beds.
- Regional Director of Pharmacy Services (2012-2014): High level oversight of 17 hospital pharmacies throughout our then, 9 state central region.

### BAPTIST HEALTHCARE, MEMPHIS, TN

*Clinical/Staff Pharmacist, Aug 2005 – Present*

- Sterile parenteral medication preparation
- EMR order verification
- Consultant to medical and nursing staff regarding any medication questions and concerns.

### COSTCO, INC., MEMPHIS, TN

*Pharmacy Manager, Aug 2004 – Nov 2005*

- Managed the pharmacy with a wholesale club warehouse with a volume of 200-300 prescriptions daily.
- Managed a core staffing model of 7 employees comprising of Pharmacists and Certified Pharmacy technicians and cashiers.

### ST. JUDE CHILDREN'S RESEARCH HOSPITAL, MEMPHIS, TN

*Pharmacist, Apr 2002 – Aug 2004*

- Critical Care committee pharmacy representative
- Pediatric Advanced Life Support instructor (PALs)
- Harvey Team subcommittee member (Emergency Care)
- EMR order entry and verification

### REGIONAL ONE MEDICAL CENTER, MEMPHIS, TN

*Neonatal ICU Pharmacist, Jun 2001 – Apr 2002*

- Sterile parenteral medication preparation
- Harvey Team pharmacy representative
- Computer order entry and verification of physician's medication orders.

*RITE AID CORP., MEMPHIS, TN*

*Pharmacy Manager, Jun 1998 – Jul 2012*

- Intern: apprentice to Pharmacy manager while in pharmacy school
- Progressed to Pharmacy manager after graduation and successfully supervised the region's most profitable and volume producing store in SW Tennessee and Mississippi with delivery service. My retail location also serviced the state's HIV medication mail order service as well.

## **Education**

*TENNESSEE STATE UNIVERSITY, NASHVILLE, TN*

*Completed coursework, May 1997*

- **Attended Tennessee State University** from 1994-1997 to complete prerequisite coursework to qualify for the University of Tennessee Health Science Center's Pharmacy school.

*UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER, MEMPHIS, TN*

*Doctor of Pharmacy, Jun 2001*

- Graduated Top 10%
- Rho Chi Honor Society
- Phi Lambda Sigma Leadership Society
- American Society of Health System Student Pharmacists, Chaplain
- Student National Association of Pharmacists, VP

## **Additional Skills**

- Experience in neonatology
- Experience in pediatric oncology
- Experience in level IV trauma
- Experience in retail pharmacy management
- Experience in mental health pharmacy practice

## **Qualifications Summary**

- The course of my career has been somewhat atypical in that I've had the privilege to serve in a variety of capacities in a relatively short period of time. The experiences I have gained through practicing within Regional One's neonatal ICU and serving as the pharmacy's critical care committee representative during my time with St. Jude's Children Research Hospital were life-changing and has since molded my work ethic in so many unexpected ways. My time with Regional One also enhanced my learning through their trauma center. It was truly an experience that fostered a greater appreciation for my health and the personal responsibilities we all share as we enjoy the benefits of life. Retail management was certainly interesting but the mixture of hospital and community pharmacy helped me develop a sense of continuum as we helped patients re-enter society as independently as possible. It is through all of these experiences and my eagerness to learn new areas that I feel qualified to accomplish any task in which I am challenged.



**TERRY DAVIS**  
8303 Championship Drive #104  
Memphis, TN 38125  
901-326-1422  
jafod@bellsouth.net

---

**SUMMARY:** Detail oriented accountant with over 15 years of experience demonstrating excellent leadership, communication, and technical skills. Broad background includes:

- Project Management
- Tax
- ASC-740
- Corporate Income tax
- Staff Supervision

**PROFESSIONAL EXPERIENCE:**

**FEDERAL EXPRESS, Memphis, TN 02/2017 – Present Tax Accountant**

Responsible for preparing state sales and use returns for over 30 states on a monthly and quarterly basis and assist in preparing the corporate federal, state returns. Assist in researching tax topics for different agencies. Work with tax software programs to determining the most favorable tax position for the company. Make sure all state and local licenses are valid and renew in a timely manner. Answer all notices from taxing agencies. Also responsible for maintaining fixed assets additions, depreciation for and work with excel, pivot table V-lookups on a daily basis. Use Vertex and One Source software.

**PFIZER (CONTRACTOR), Memphis, TN 2015- 2017 – Travel and Expense Analyst** I'm responsible for preparing the weekly American Express payments and reconciling the account weekly. I assist colleagues with issues they may have in preparing and reporting expense items. Assist in processing manual expense reports, credit refunds payroll file rejects, check coding and work with excel, pivot table V-lookups on a daily basis.

**PERFORMA MANAGEMENT, Memphis, TN 11/2001 – Present Senior Consultant Self employment**

Prepare financial statements for small to mid-sized companies. Specialize in accounting for construction companies, real estate agencies and taxes corporations. Prepare various Federal, State and Local tax returns. Represent clients for tax audits and assist in tax planning for clients. Supervise five to ten seasonal employees. Responsible for daily bank transactions and bank reconciliations. Responsible for preparing monthly journal entries and all necessary steps involved in the month end close process. Perform analysis on financial statements and prepare subsidiary schedules. Generate financial statements and account reconciliation and work with excel, pivot table V-lookups.

**TRUCKPRO, Memphis, TN 02/2013 – 09/2014 Tax Accountant**

Responsible for preparing state sales and use returns for over 30 states on a monthly and quarterly basis and assist in preparing the corporate federal, state returns. Assist in researching tax topics for different agencies. Work with tax software programs to determining the most favorable tax position for the company. Also responsible for maintaining fixed assets additions, depreciation for and work with excel, pivot table V-lookups on a daily basis. Assist in preparation in ASC-740. Used One Source and Corp Tax software.

**TERRY DAVIS Page Two**

**TAL INTERNATIONAL (CONTRACTOR)**, Purchase, NY 05/2010 -06/ 2011 **Tax Accountant** Responsible for preparing state sales and use returns for over 30 states on a monthly and quarterly basis. Prepare international Value Added Tax (VAT) for several countries and assist in transfer pricing returns. Responsible for assisting in preparing the corporate federal, state and international tax returns. Assist in researching various tax topics via different taxing agencies software programs determining the most favorable tax position for the company. Responsible for keeping current with various international, federal, state and local statute changes that may have an impact on the way and amount of tax liability that the company may be responsible for. Used One Source and CorpTax software.

**FKI LOGISTEX**, Memphis, TN 05/2005 -1/ 2010 **Project Accountant** Generate financial statements and account reconciliation for projects. Maintain revenue projections reports. Assist the Project Manager manage costs and prepare cost projections. Review monthly payments for projects. The types of projects I am responsible are manufacture, install and commission conveyor equipment for clients. Some of the client's customers are Federal Express, DHL, UPS and USPS. Maintain fixed assets for assigned property. Assist in preparing the monthly revenue invoice to various parcel customers with the Project Managers. Assist with month end close and corporate reporting.

**CITY OF MEMPHIS**, Memphis, TN 03/2003 -05/ 2005 **Lead Accountant** Generate financial statements and account reconciliation for the Enterprise Funds for the City of Memphis. Maintains the fixed assets and monthly depreciation for all current assets. Responsible for preparing monthly journal entries and all necessary steps involved in the month end close process. Maintain bank reconciliation for all cash accounts.

**TRIZECHAHN**, Washington, DC 08/1999 -02/2003 **Project Accountant** Generate financial statements and account reconciliation for project. Maintain cash flow forecasting reports. Review monthly payments for projects. Maintain fixed assets for assigned property. Maintain bank reconciliation for all cash accounts. Maintain five properties with a total square footage of 1.7 million. Used One Source and CorpTax software.

**MEMPHIS AIRPORT AUTHORITY** Memphis, TN 08/1995 - 07/1999 **Project Accountant** Maintained grants for airport's improvement projects, and ensured airport compliance with awarded grants. Attended weekly construction meetings to forecast cash flow monthly construction payments. Paid contractors monthly for airport projects. Maintained Fixed Assets and depreciation. Maintained reconciliation for construction cash, construction and sources and uses statements. Audited pre-released checks to ensure proper classification.

**SAM'S TOWN CASINO**, Robinsonville, MS 03/1993 - 08/1995 **Senior Accountant** Maintained construction in process accounts, kept tract of fixed assets and depreciation, maintained prepaid and deferred expenses for casino. Assisted in month end closing and performed adjusting entries. Supervised four clerical staff in preparing and reviewing work performance.

**BANKS, FINLEY, WHITE AND COMPANY**, Memphis, TN 12/1988 - 11/1990 **In-Charge Accountant** Planned upcoming audit engagements in accordance to generally accepted accounting practices. Responsible for reviewing or preparation of all tax returns. Responsible for compliance and review of company's small client's bookkeeping and payroll tax information.

**EDUCATION:** BBA, Accounting, University of Memphis, 1988

## **RHONDA D. HOOKS, ESQUIRE**

P.O. Box 342291

Memphis, Tennessee 38184

(901) 213-6557 \* Hooksesq@yahoo.com

### **EDUCATION:**

#### **Thurgood Marshall School of Law**

Juris Doctorate, May 2001

#### **University of Memphis**

Candidate for Master of Art – English

#### **Middle Tennessee State University**

Bachelor of Science – Political Science, August 1997

#### **Columbia State Community College**

Associate of Science – Political Science, December 1992

Houston, TX

Memphis, TN

Murfreesboro, TN

Columbia, TN

### **WORK EXPERIENCE: NEW SALEM BAPTIST CHURCH OF MEMPHIS, INC**

#### **General Counsel/Chief of Staff**

Duties include: *Representing Corporation Civil litigation, Contract negotiation/mediation, Contract review, Managing Staff Personnel & vendors, Strategic Planning, Managing Annual Operations Budget, Overseeing logistics and security, Day-to-day operations management.*

Memphis, TN

2013 – Current

#### **HOOKS LAW FIRM**

##### **Managing Attorney**

Practice Area Included: *Church Law, Civil Litigation, Criminal Defense (State and Federal Courts), Juvenile, Family Law, Wills, Estates, Personal Injury, Seizure Hearings, Administrative Law Hearings (Extensive Criminal Jury Trial Preparation and Experience).*

Memphis, TN

2011 – Current

#### **SLP PERKINS LAW GROUP, PLLC**

##### **Managing Attorney – Samuel L. Perkins, Errol Harmon - Partners**

Practice Area Included: *Civil Litigation, Criminal Defense (State and Federal Courts), Juvenile, Family Law, Wills, Estates, Personal Injury, Seizure Hearings, Administrative Law Hearings (Extensive Criminal Trial Preparation and Experience).*

Memphis, TN

2010 – 2011

#### **HOOKS & ASSOCIATES**

##### **Managing Attorney**

Practice Area Included: *Civil Litigation, Criminal Defense (State and Federal Courts), Juvenile, Family Law, Wills, Estates, Personal Injury, Seizure Hearings, Administrative Law Hearings (Extensive Criminal Trial Preparation and Experience).*

Columbia, TN

2007 – 2010

#### **OFFICE OF GENERAL COUNSEL – TN DEPT OF HEALTH**

##### **Assistant General Counsel**

TN Board of Medical Examiners (Primary Board); *Prosecute violations under the TN Medical Practice Act and Code of Medical Ethics; Administrative Law Hearings; Supervise Staff.*

Nashville, TN

December 2005 - 2006

#### **TENNESSEE DEPARTMENT OF HUMAN SERVICES**

##### **Contract Staff Attorney**

TennCare Standard and Medicaid Disenrollment Appeals; *Representing DHS in Administrative Hearings statewide; Supervising Three Paralegals in Case Prep and Conciliation Units; Extensive Medicaid Training; Handling client base of over Three Hundred Thousand.*

Nashville, TN

July 2005 – Dec 2005

#### **BLACKBURN & McCUNE LAW FIRM PLLC**

##### **Staff Attorney**

Pre-Paid Legal, Client; Practice Area Includes: *Member Telephone Consultations; Legal Research; Written Correspondence; Criminal and Municipal Court Representation for Moving Traffic Violations ten counties covering four Judicial Districts.*

Nashville, TN

February 2005 – July 2005

#### **22<sup>ND</sup> JUDICIAL DISTRICT PUBLIC DEFENDER'S OFFICE**

##### **Contract Attorney**

Practice Area Included: *Criminal Defense for Indigent Persons Servicing Maury, Giles, Lawrence and Wayne counties; General Sessions – Criminal and Circuit – Criminal Courts (Extensive Criminal Trial Preparation Experience); High volume dockets with drug offenses.*

Columbia, TN

2004 – 2005

**SPECIALIZATIONS:** Pursuing Specialization in Child Welfare & Development

**LICENSES:** Admitted to Tennessee Bar to Practice Law - May 9, 2002  
Admitted to United States District Court to Practice Law - April 23, 2003

**PUBLICATIONS:** "Has The Electoral College Outlived Its' Stay?" TMSL Law Journal Vol. 26-2  
"Columbia Race Riot of 1946" - Tennessee Encyclopedia 1998 (Gore Archives-MTSU)

**CERTIFICATIONS:** 16 Credit Hours - Urban Development and Revitalization, Building/Zoning Construction, Highway Development Training 2003-2004

**ACTIVITIES:** American Bar Association 2010  
Tennessee Bar Association 2009  
National Bar Association, *Napier-Looby Bar* 2006  
Maury County Bar Association and Young Lawyers Division 2002  
Maury Men In Action Community Organization, *Legal Liaison* 2005  
Lawrence County Community Org. for Improvement, *Legal Liaison* 2004  
Maury County Building & Zoning Board, *Commissioner* 2003 - 2004  
United Community Resource Foundation, *Board Member* 2004  
Maury County NAACP, *Legal Redress Team* 2003-2004  
Fraternal Order of Police James K. Polk Lodge #26, *Associate Member* 2003  
American Legion Post 170, *Honorary Member*  
Phi Delta Phi Law Fraternity, *Honors Chapter*

**HONORS:** Columbia State Community College 2004 Commencement Speaker  
Black History Award - First Baptist Church 2003  
Trail Blazer Award - Callie Morton Temple #817, IBPOE of W 2003

## JAMAL JOHNSON

2263 Young Avenue #204 · Memphis, TN 38104 · (901) 264-2037 · [jamal.esq@gmail.com](mailto:jamal.esq@gmail.com)

---

### EDUCATION

**New York University School of Law**

**J.D. 2001**

**Yale University Divinity School**

**M.Div. 1997**

**Yale University**

**B.A., English, 1992**

### EXPERIENCE

**Memphis Area Legal Services**  
**Staff Attorney**

**Memphis, TN**

**March 2019 - Present**

Counsel and advocate for clients facing potential or imminent foreclosure. Negotiate mortgage loan modifications and assisting with applications for federal and state loan deferment, reduction, and forgiveness. Conduct outreach events to educate potential clients and institutional partners on foreclosure prevention.

**Reaves Law Firm**

**Memphis, TN**

**May 2018 - February 2019**

**Attorney/Metrics Specialist**

Managed high-volume Personal Injury caseload from client intake through case resolution. Analyzed internal data and proposed systems changes to improve outcomes in case management, client experience, and personnel training and retention.

**Northwest Contracting Services, Inc.**  
**Project Manager**

**Memphis, TN**

**August 2015 – May 2018**

Created and managed processes and operational controls for project performance; marketing; safety; and employee training, promotion and retention. Identified institutional goals, established metrics and implemented Best Practices.

**Legal Staffing**  
**Contract Attorney**

**New York, NY**

**September 2007 – July 2015**

Conducted review, analysis and quality control of corporate correspondence relevant to securitized residential mortgage obligations, consumer credit, federal anti-trust laws, Foreign Corrupt Practices Act, global currency markets, and certain collateralized debt obligations.

**Tampa Catholic High School**  
**English Instructor**

**Tampa, FL**

**August 2006 – May 2007**

Introduced 10th grade students to the heroes and heroines of Greek, Roman, and Norse Mythology. Adapted lesson plans and support materials to disparate interests and aptitudes. Managed time and temperaments to promote a safe and dynamic learning environment.

**Solomon, Ginsberg & Vigh, P.A.,**  
**Attorney**

**Tampa, FL**

**March 2004 - June 2005**

Managed high-volume caseload of claims involving subrogation, creditors' rights and commercial contracts.

## JAMAL JOHNSON

2263 Young Avenue #204 · Memphis, TN 38104 · (901) 264-2037 · [jamal.esq@gmail.com](mailto:jamal.esq@gmail.com)

---

Burch, Porter & Johnson, PLLC,  
**Attorney**

Memphis , TN

August 2002 - May 2003

Researched state and federal law. Drafted motions and memoranda for defense of civil claims involving tort, contract, bankruptcy, insurance, land use, employment, and municipal law.

HON. BERNICE B. DONALD

Memphis , TN

August 2001 - August 2002

U.S. District Court W. D. Tennessee  
**Judicial Law Clerk**

Drafted motions, opinions and orders in disposition of civil and criminal claims involving ERISA, professional liability, employment, contract, federal sentencing and environmental law.

### ADDITIONAL INFORMATION

*East Village Mentoring Program*  
**Volunteer Mentor**

*Fall 1998*

Provided academic and social support to a public elementary student. Participated in weekly programmed after-school activities.

*New Haven Public Schools*  
**Substitute Teacher**

*Fall 1992, Spring 1997*

Administered lesson plans for primary, secondary students, and certain middle school special needs students. Instructed high school students in Introductory and Intermediate Spanish.

*Young Voices Initiative*  
**Coordinator**

*Summer 1993*

Provided academic and social support to urban teens. Planned and implemented workshops in Life Skills, Creative Writing and College Preparatory Skills.

*Dwight Hall Big Sibling Program*  
**Volunteer Tutor**

*Fall 1989*

Provided one-on-one, in-home academic support to public middle school student.

### Dr. Phillip D. Lewis, CRC, LPC/LADC-C

Dr. Phillip D. Lewis is a native of Memphis, TN. He is a Certified Rehabilitation Counselor (CRC) and a candidate for Licensure as a License Professional Counselor/License Alcohol and Drug Counselor. Presently, he serves as an Associate Professor/ Graduate Coordinator of the Department of Rehabilitation Counseling and Disabilities Studies at Langston University in Tulsa, Oklahoma. In addition, he works as a Mental Health Counselor serving at risk youths in the Oklahoma City and Tulsa area. He earned his Ph.D. in Rehabilitation Counseling Education/Law Health Policy and Disability from the University of Iowa. He earned a M.S. in Rehabilitation Counseling/Administration from Southern Illinois University at Carbondale, IL. He earned a B.S. degree in Social Work/ Political Science from Rust College in Holly Springs, MS. His research interest includes, but not limited to: youths at risk, rehabilitation services for persons with mental and physical disabilities, school to work transition for adolescences with disabilities, correctional rehabilitation counseling, suicide prevention, substance abuse counseling, Bullying, Triple Negative Breast Cancer awareness/prevention, and Agrability. He is the President emeritus for the Rhonda K. Hutson Triple Negative Cancer Foundation, which the foundation seeks to promote awareness and prevention of Triple Negative Breast Cancer ( ). He turned tragedy into triumph by transforming the results of personal adversity into a career opportunity. As he was a victim of a car jacking, which he was shot. As result, he suffered an injury to both of his upper extremities, which caused him to acquire a disability and limited use of both of his hands, followed by years of rehabilitation. Despite his disability, he eventually regained the use his hands, but still does not have a normal sense of touch or total use of his hands. However, he has went on to achieve great things despite his disability and functional limitations. He went from being a client of Vocational Rehabilitation Services unto earning a Ph.D. in Rehabilitation Counseling & Student Development, and now serves as a rehabilitation educator and researcher. He is a certified Question, Persuade, Refer (QPR) Instructor and Applied Suicide Intervention Skills Training (ASIST) Trainer, and has a passion for mentoring youths. Throughout his career in higher education, he has disseminated knowledge by presenting at over 40 state, regional, national, and international conferences. As a Rehabilitation Counselor and Educator, he has over 17 years of professional experience in allied health. He has significant experience in grantsmanship, as he has served as principal investigator for several state and federal funded grant projects with budgets, totaling over 1.2 million dollars. He has served many civic duties, as he has serve or been a member on several local, regional, and national Rehabilitation Counseling and service organizations (ACA, NRA, ORA, NCRE, Chi Sigma Iota National Honor Society and Omega Psi Phi Fraternity, Inc.).

# LISA K. SMITH

4253 Glen Abbey Drive  
Crowley, TX 76036

(C) 206-853-9030  
likellam@hotmail.com

## SUMMARY OF QUALIFICATIONS

Professional with strong background in Human Resources and Customer Service. Extensive experience in benefits, training, and compensation. Excellent communication, analytical and relationship management skills. Strong supervisory, staff development and negotiation abilities. Creative problem solver with proven success in employee retention, reducing benefit rates and claims through aggressive negotiation and implementing wellness incentives.

## EXPERIENCE

AZZ Inc.

2016 – 2018

### **Director, Human Resources**

Top Human Resources Leader - leading a staff of twelve. Direct all Human Resource functions for the organization, collaborating with Executive and management teams to meet organizational goals.

- Design, implement and administer health and welfare, voluntary benefits and 401(k) plans.
- Manage \$130M dollar benefits plan budget (Medical, dental, life, 401(k), etc.) and ensure compliance with ACA.
- Create and deliver a comprehensive and effective communication strategy for all total reward programs to drive performance objectives and attract and retain employees.
- Develop benefit communications and ensure education is provided for all benefit programs annually.
- Hold quarterly Investment Committee meetings to review the health of the organization's retirement program.
- Provide management coaching on all HR issues including compensation, employee relations, talent acquisition and succession planning.
- Conduct acquisition due diligence audits as part of the M&A team; Prepare compensation and benefit cost projections and on board acquisitions.
- Develop a revised employee handbook for distribution to include a code of conduct, non-disclosure and acknowledgements

### *Accomplishments:*

- Implemented a branded Rewards and Recognition program enterprise wide.
- Implemented market based compensation program with job family hierarchies to promote consistency, career development and retention.
- Boosted employee morale by employing a performance management system designed to communicate clear, consistent performance expectations.

Thrifty Car Sales of Memphis, Memphis, TN

2013 – 2014

### **Consultant**

- Ensured company compliance with federal and state laws, including reporting requirements.
- Advised owners, managers and employees on state and federal employment regulations, benefit and compensation policies, personnel procedures and classification programs.
- Evaluated job positions, determine classification, exempt or non-exempt status, and salary.
- Created and delivered accurate and clear communication materials for the organization.
- Assisted in preparing and maintaining employee handbooks.

AutoZone, Memphis, TN

2009 – 2014

### **Director, Benefits**

Reporting to Vice President of Human Resources, develop, implement and manage global benefits platform including Puerto Rico, Canada, Brazil, Mexico and Germany. Responsible for the budget, design, compliance, analysis, system integration, communication and retention of all employee benefits including Health and Welfare, Defined Contribution, Defined Benefit, Absence Management, Adoption and Tuition Assistance plans.

- Lead department initiatives and team to guide consultants and vendors to meet expectations and service level agreements.
- Deliver on strategic priorities to foster a high performing team, enhance delivered service and meet financial targets.
- Ensure Investment Committee fulfills fiduciary duties.
- Create and deliver accurate and clear communication materials for the entire organization.



## LISA K. SMITH

### *Accomplishments:*

- Redesigned department structure to maximize effectiveness, implemented cross training program to expand breadth of staff knowledge and recalibrated objectives and expectations of all roles.
- Implemented new 401(k) recordkeeper resulting in an improved delivered product and service and lowered administration costs by 20%.
- Developed long range plan to mitigate the impact of Health Care Reform on company financial plan, administration and implementation.
- Managed 2013 high dollar claims year to a single digit increase and implemented condition management and telemedicine programs to offset unpredictable claims and mitigate future costs
- Kept 2011 rate increases to 0% and 2012 rate increases to 2% by managing budget, negotiating with health care plan and maintaining employee contributions.
- Carved out pharmacy program to improve outcomes, to implement new programs for medium and high risk health conditions and lower costs by 10% over a three year period.
- Streamlined disability vendors to create a single point of contact for employees.
- Reduced waiting period for all employees to reduce exposure and ease administration.

The Boeing Company, Seattle, WA

2008 – 2009

### **Benefits Specialist**

- Acts as internal consultant to vendors and customers regarding benefit programs. Provides Subject Matter Expert (SME) consultation to coworkers regarding benefit issues and concerns.
- Recommends benefit plan design, policy and procedure changes.
- Reviews and analyzes all relevant information pertaining to benefit audits, appeals, legal inquiries (e.g. plan documents, past precedents), and prepares draft response for management approval.
- Monitors and audits carrier performance guarantee agreements and standards and develops improvement plan as necessary.
- Supports and responds to union inquiries and negotiations to an effective resolution.

InterContinental Hotels Group, Atlanta, GA

2002 – 2008

### **Director, Americas Benefits**

Reported to Vice President of Americas Compensation and Benefits, develop, implement and manage international benefits platform including Puerto Rico, Canada and Mexico. Maintain accountability for the design, compliance, analysis and implementation of all employee Health and Welfare, Defined Contribution and Defined Benefit plans for the Americas.

- Developed bench strength within the team to create successors for the Director role
- Steered team to meet deliverables with business partners, consultants and vendors in establishing Human Resources Benefits and HRIS data requirements.
- Monitored and directed vendor performance guarantees and penalties.
- Served as member of merger and acquisition team.
- Developed communication plans and facilitate employee briefings to address concerns and plan issues.

### *Accomplishments:*

- Created culture of wellness by implementing several incentive plans designed to reduce avoidable claims and improve overall health of employees; strategies included programs aimed at smoking cessation, weight loss and healthy babies, all with significant, positive impact on claims filed.
- Kept rate increases to 0% in 2006 and 5% in 2007 through aggressive negotiation with health care provider and by lowering employee contributions.
- Limited rate increase to only 3% in 2008 through implementation of 100% preventive care program.

Cognisa (formerly AHL, Argenbright Security, Incorporated), Atlanta, GA

1998 – 2002

### **Director, Benefits**

Reported to the Senior Vice President of Human Resources, managed design, compliance, analysis and implementation of all employee Health and Welfare and Defined Contribution benefits across North America.

- Managed relationships with the brokers of record and negotiated contracts with current vendors.
- Provided direction, coordination and planning during due diligence periods prior to acquisitions.
- Developed, implemented and monitored acquisition integration projects from start to finish.
- Presented quarterly week-long training sessions for corporate benefits staff and field human resources personnel.

## **LISA K. SMITH**

### *Accomplishments:*

- Analyzed benefits package of multiple acquisitions to determine best time to merge with current benefits plan, resulting in decision to place companies on scheduled integration.
- Coordinated evidence of insurability for PPO and late enrollees.
- Evaluated vendors for medical, dental and vision plans and managed relationships with key personnel.
- Reviewed and approved invoices or self-bills in excess of \$2M on a monthly basis.
- Provided individual counseling and guidance to Associates and Human Resources Specialists.

### **EDUCATION**

**BA**, English, Florida State University, Tallahassee, FL, 1988

### **PROFESSIONAL ACHIEVEMENTS**

IFEBP Certificate in Global Benefits Management

Featured, Southeastern HR Professionals Magazine

Speaker, Chronic Disease Management Conference, Boston, Massachusetts

Speaker, American Cancer Society Leadership Conference, Atlanta, Georgia

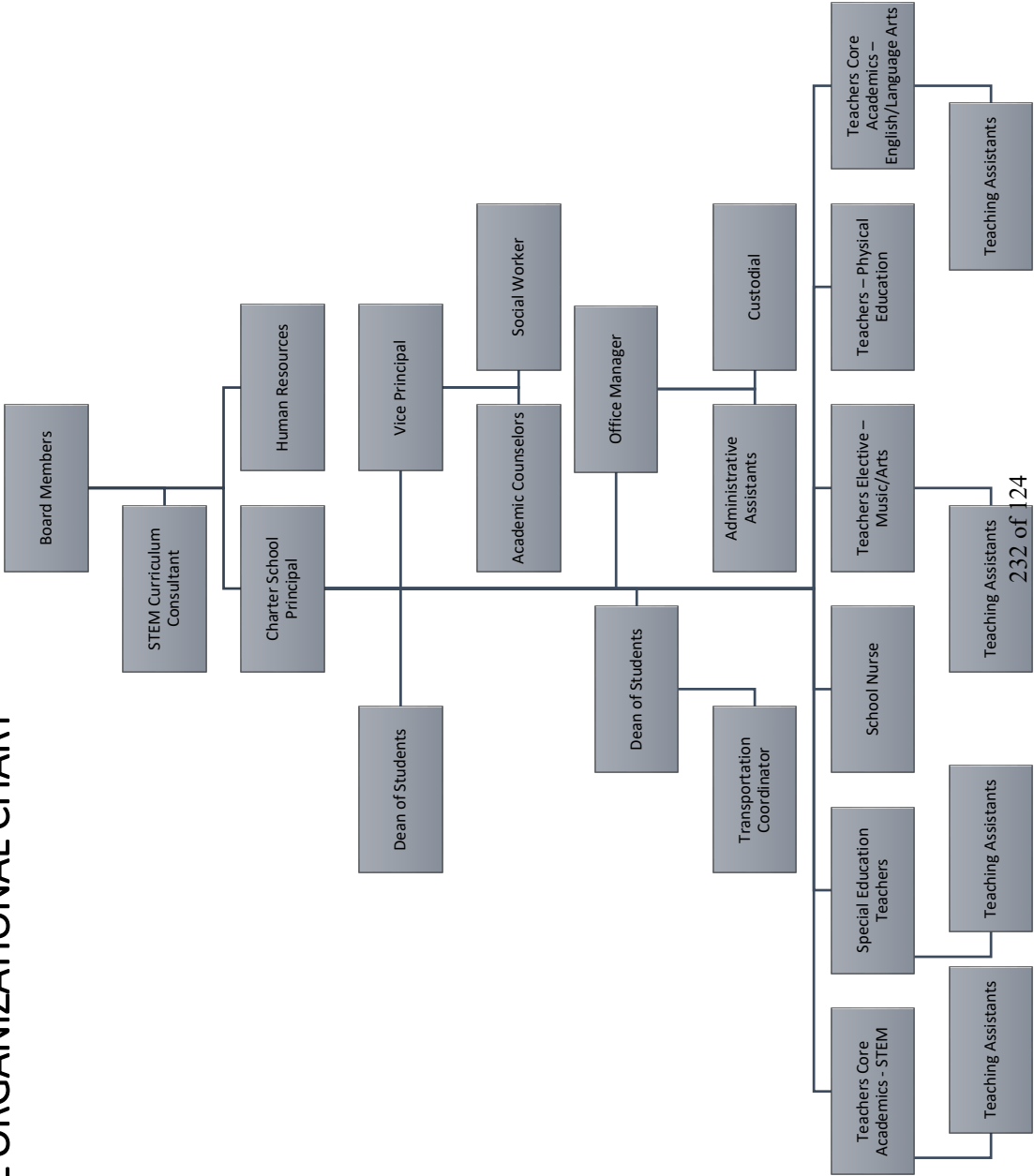
Pursuing CEBS Designation

### **SYSTEMS EXPERIENCE**

Oracle, Lawson, ADP Enterprise

ATTACHMENT G

THE GENTLEMEN AND LADIES STEM ACADEMY  
[PROPOSED] SCHOOL ORGANIZATIONAL CHART



ATTACHMENT H: School Leader Resumes/Student Achievement Data (if available)

# TAVIS ALICIA JONES Ph.D.

4316 Summercrest Blvd. #502\* Antioch, TN. 37013\* 702-785-8157 \*

tavisawade@hotmail.com

## Objective

**To work with a team who collaboratively provide an effective and exciting environment to ensure ALL students achieve.**

Highly skilled and overtly student-focused educational leader possessing a strong commitment to the development of students, staff, and providing a stimulating safe and motivating learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with the school community, increasing student academics, and maintaining excellence in education. Trustworthy professional with superior communication skills to develop strong and lasting relationships with all members of the school community.

Core competencies include:

- Qualitative Research                      The Future of Teaching & Learning
- Higher Education & The Law              Administration and Leadership of Distance Education Programs
- Student Advising & Retention            Workshop & Seminar Presentations
- School Administration                    Curriculum Development & Implementation
- Classroom Evaluation                    Program Evaluation & Assessment
- Human Resources in Higher Ed           Community Partnerships
- Grant Writing                                Politics in Higher Education

***Gallup StrengthFinder Signature Themes:  
Positivity, Woo, Achiever, Belief & Input***

## ACHIEVEMENT HIGHLIGHTS

- 6%-17% increase on EOC/STAAR assessments for Reading/Writing 1: (30-41%) & II(41-47%), Algebra I (50-66%), Science (66-83%), and Social Studies (52% field tested 84%) in 2014 by analyzing data, providing flexible scheduling, implementing enrichment supporting and progress monitoring intervention strategies for struggling students to include spearheading a successful school-wide reading/writing instructional program.

- Significantly improved the percentage of students enrolled in *Early College High School* at the 9<sup>th</sup> grade level from eight students meeting TSI College Readiness to 135 students meeting TSI College Readiness 2014-15.
- Implemented *Social Emotional Learning (SEL)* and *College Success Classes* focused on well-being and character education traits 2013-14.
- 14% reduction in *Home Suspensions* in 2014 by executing a school wide student management plan.
- 5% reduction in *Dropout Prevention rates* in 2013 by creating a monitoring/tracking system for each cohort of students.
- 5.5% increase in Graduation Rate 2013(84-89.5%).by implementing intervention strategies for supporting attendance
- 2.4% increase in *Daily Attendance Rate* in 2014 by implementing school-wide attendance competition and incentive program.
- Utilized i-Observation walk through tool to observe teachers, provide immediate feedback, and recommendations on research based best practices resulting in improved student engagement and effective instructional practices.
- Designed department structure for collaboration, dedication, and success of effective PLC meetings inclusive of roles and responsibilities for all stakeholders.
- MCS Semi-Finalist Teacher of the Year 2004-05
- CCSD Semi-Finalist Teacher of the Year 2005-2006

## Professional Experience

### Metro Nashville Public Schools

#### **District Lead Coach (Curriculum & Instruction)**

**09/2016- Current**

- Provide inservice training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms
- Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies
- Observe and provide feedback to teachers on instruction related to literacy development and content area knowledge
- Participate in district-level inservice meetings and assisting in the coordination of district- level inservice offerings
- Continue professional growth and strengthen professional teaching knowledge, skills, and strategies through an ongoing program of workshops, seminars, conferences, and/or advanced course work
- Maintain a collection of professional and reading/learning materials related to reading and which reflect current research
- Provide staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed
- Coordinate school-based weekly professional development in reading aligned with the K- 12 Research-based Reading Plan and the District Master Inservice Plan.

## Mauney & Associates

### **Child Protective Service Investigator (Part-Time)**

**06/2015- 09/2016**

- Conducts investigations regarding allegations of abuse, neglect, abandonment and/or special conditions for children
- Collects information through observation and interviews with the children, parents, relatives, neighbors, and other parties associated with the case, as well as analysis of criminal, past service history and other records
- Engages families to understand the family's perspectives about family dynamics, challenges and solutions, identifies needs and determines the level of intervention needed to include voluntary services or court ordered dependency services
- Assesses danger threats, child vulnerabilities and caregiver protective capacities in order to determine whether a child is safe or not safe
- Develops with family and other persons as necessary any required present and/or impending danger plans based on analysis of danger threats in operation
- Manages and modifies safety plans as necessary during the course of the investigation
- Arranges emergency placement for any child that cannot safely remain in the home
- Provides written present and impending danger assessments
- Completes Risk Assessment on families investigated and explains risk score to family
- Conducts any staffings required for families with risk scores that are High and Very High Risk
- Presents safety plan and impending danger assessment at case management case transfer staffing and participates in discussion as to recommended follow-up actions
- Provides families with services linkages to agency and community resources based on needs assessment and provides recommendations for development of case plan to Case Manager
- Conducts initial/ongoing child present and impending danger assessments
- Develops with the family a signed Present Danger Plan and a signed safety plan for any identified threats and interventions
- Maintains thorough documentation in the client records/appropriate information system(s) and maintains organized client files
- Establishes and maintains cooperative and professional working relationships with organizations and other agencies involved with child protective investigations such as community based

## University Of Missouri

### **Adjunct Professor**

**02/2016 to Current**

- Develop teaching strategies on a term basis.
- Organize, prepare and revise (as needed) course materials.
- Ensure content level of course materials in exams has been covered in class.
- Design, administer and grade examination papers.

- Schedule and provide post academic care to students.
- Facilitate online discussions with students.
- Assess student learning through various methods.
- Incorporate a variety of teaching methodologies within a class.

## Austin Independent School District

### **Director of Early College Program**

**07/2013- 09/2016**

- Coordinates and delivers on site services promoting Early College programs at the high school campus locations to include admissions, collecting transcripts, review assessment testing, orientation, advising and registration.
- Works with appropriate Deans and Department Chairs to ensure recruitment, selection, supervision and evaluation is carried out in a manner consistent with each ECHS culture.
- Assumes responsibility for facility utilization and coordinate all scheduling in consultation with academic deans, department and program chairs to ensure a functional class schedule.
- Develop, implement and oversee the Early College campus budget.
- Represent the school and college in the region through participation in community, education, business/industry and civic organizations/activities as well as in a variety of academically related settings.
- Participates in appropriate College academic and administrative meetings.
- Facilitate instruction curriculum development and assessment of student learning among all areas of the campus.
- Lead and support learning centered activities and planning.
- Works with ECHS leadership to build a culture representative of both the high school and college level of coursework.
- Implements and monitors a comprehensive student support program based on targeted academic resources such as tutoring, remedial and/or other related support services.
- Prepare and manage budgets related to programs.
- Assist with advising of students in the resolution of academic, financial or issues impacting high school student's academic progress while in college.

### **Assistant Principal**

**07/2007-13**

*Highlights & Contributions:*



- Project Manager for the school-wide before and after-school tutorial program.
- Monitored and administered the Texas Assessment of Knowledge and Skills tests.
- 9<sup>th</sup> Grade Smaller Learning Community Administrator
- Work in collaboration with the principal in providing instructional leadership.
- Improving of instruction through teacher observations, evaluations, and conferences.
- Promote and provide on-going staff development through the creation of a "Learning Community."
- Collaborate with the principal, instructional coordinators, and other resource personnel in providing instructional help to teachers in need of improving the teaching-learning process.
- Decreased dropout rate from 22% to 6.3%.
- Assist in the development, implementation, supervision, and evaluation of the instructional/educational program in areas assigned.
- Provide leadership in the implementation and evaluation of a data driven school improvement plan and process.
- Collaborate with the principal in coordinating all aspects of the school program and related activities and assumes the duties and responsibilities of the principal in his/her absence.
- Assist in promoting and enhancing a positive climate for learning throughout the school.
- Develop good rapport and a sound working relationship among school personnel, students, and the community.
- Maintain appropriate standards of effective discipline consistent with positive school climate for students.
- Maintain in the proper format required records for discipline, monthly attendance, and students suspension, etc.
- Supervision and evaluation of supporting staff.
- Hiring of professional and support staff.
- Analyze student data for collaborating with teachers to create, implement, and progress monitor response to intervention (RTI) strategies for struggling learners
- Developed instructional leadership capacity amongst teachers by participating in professional learning Communities (PLC)
- Experience allocating funds to accomplish campus goals
- Facilitate weekly PLC meetings designed to maximize student achievement via effective teacher collaboration
- PDAS campus appraiser

**Assistant Principal**

Supervise a team of professionals including para-professionals, and support staff. Oversee a student body of 700 learners. Devise and coordinate scheduling, creating, and tracking work orders. Ensuring a safe and healthy learning environment for all school members.

*Highlights & Contributions:*

- Established and maintained rapport with staff, students, and parents; mentor and lead new teachers and interns, ensuring appropriate substitute coverage when necessary.
- Initiated and facilitated before- and after-school programs, Family Resource Center.
- Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect and trust.
- Developed a solid cohesive educational team by setting high expectations and encouraging team approach; established committees to address school issues and goals, promoting creativity and career development to all staff, allowing ideas and opinions to be shared.

**Teaching Experience**  
**(Certified and Highly Qualified 7-12 History)**

CLARK COUNTY SCHOOLS, LAS VEGAS, NEVADA  
9-12<sup>TH</sup> Grade Teacher- HISTORY

2005-2007

MEMPHIS CITY SCHOOLS, MEMPHIS, TENNESSEE  
8<sup>th</sup> Grade Teacher - Reading & HISTORY/SOCIAL STUDIES

2001 to 2005

**CAREER DEVELOPMENT**

Success For Literacy Training 2008-18  
Violence Prevention 2001-16  
Differentiated Instruction 2003-16  
School Improvement 2003-16

**COMMITTEE MEMBERSHIPS**

Character Education Chair 2004-11  
Strategic Planning 2005-18  
Career Education 2003-18  
D.A.R.E 2006 -09

**PARENTING & TEACHER PROGRAMS FACILITATED**

How to Improve Your Child's Behavior / Positive Discipline  
How to Help Your Child with Homework/ Self-Esteem  
Your Child's Social Skills/ Improving Your Child's Academic Skills  
How to Talk So Kids Will Listen and Listen So Kids Will Talk

## Education

Capella University- Minneapolis, Minnesota

**Ph.D. 2013**

Leadership in Higher Education

Nova Southeastern University of Las Vegas, Nevada

**Education Specialist degree- May 2007**

**Administrative Leadership Endorsement- Education, December 2006;**

Freed-Hardeman University of Henderson, Tennessee

**Master of Arts degree in Curriculum & Instruction – Education, December 2004;**

LeMoyne-Owen College of Memphis, TN

**Bachelor of Arts degree in History / Minor- Education, May 2001;**

**High School Diploma, 1993**

Whitehaven High, Memphis, TN

DECA Student of the Year | National Honor Society | Class Historian

## ATTACHMENT I

### **THE GENTLEMEN AND LADIES STEM ACADEMY**

#### **[PROPOSED] EMPLOYEE HANDBOOK**

**(Adopted in part from Sumner, Dickson, and Putnam County Schools)**

#### Welcome

Welcome to GLA-STEM (GLA-STEM)! We are delighted that you have chosen to join our team and hope that you will enjoy a long and successful career with us. As you become familiar with our culture and mission, we hope you will take advantage of opportunities to enhance your career and further GLA-STEM's goals.

Please take time to review the policies contained in this handbook. In the event of a discrepancy among any of the information contained in our orientation materials, the Employee Handbook and the GLA-STEM Board Policy, the GLA-STEM Board Policy will govern.

The purpose of this handbook is to provide information that may help with questions you have for a successful career with GLA-STEM.

If you have questions, feel free to ask the principal or contact the Human Resources Manager.

#### **Employment**

Employment at GLA-STEM is on an at-will basis unless otherwise stated in a written individual employment agreement signed by the Director of Schools. All employment is contingent upon adequate funding and programmatic need for the position. This means that either the employee or the board may terminate the employment relationship at any time, for any reason, with or without notice. Nothing in this employee handbook is intended to create an employment agreement, expressed or implied. Nothing contained in this or any other document provided to the employee is intended to be, nor should it be, construed as a contract that employment or any benefit will continue for any period of time.

Any salary figures provided to an employee in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and are not intended to and do not create an employment contract for any specific period of time.

Nothing in this statement is intended to interfere with, restrain, or prevent concerted activity as protected by the National Labor Relations Act. Such activity includes employee communications regarding wages, hours, or other terms or conditions of employment. GLA-STEM employees have the right to engage in or refrain from such activities. However, it is asked that it be done outside of working hours.

## **Equal Opportunity and Commitment to Diversity**

### **Equal Opportunity**

GLA-STEM provides equal employment opportunities to all employees and applicants for employment without regard to race, color, ancestry, national origin, gender, sexual orientation, marital status, religion, age, disability, gender identity, results of genetic testing, or service in the military. Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training. GLA-STEM expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is absolutely not tolerated.

### **Americans with Disabilities Act (ADA) and Reasonable Accommodation**

To ensure equal employment opportunities to qualified individuals with a disability, GLA-STEM will make reasonable accommodations for the known disability of an otherwise qualified individual, unless undue hardship on the operation of the business results.

Employees who may require a reasonable accommodation should contact the Benefits Department to begin the process.

### **Commitment to Diversity**

GLA-STEM is committed to creating and maintaining a workplace in which all employees have an opportunity to participate and contribute to the success of the business and are valued for their skills, experience, and unique perspectives. This commitment is embodied in policy and the way business is done in GLA-STEM. It is an important principle of sound business management.

### **Harassment and Complaint Procedure – Formal Documentation**

Sexual and other unlawful harassment is a violation of Title VII of the Civil Rights Act of 1964 (Title VII), as amended, as well as many state laws. Harassment based on a characteristic protected by law, such as race, color, ancestry, national origin, gender, sex, sexual orientation, gender identity, marital status, religion, age, disability, veteran status, or other characteristic protected by state or federal law, is prohibited. It is GLA-STEM's policy to provide a work environment free of sexual and other harassment. To that end, harassment of GLA-STEM's employees by management, supervisors, coworkers, or nonemployees who are in the workplace is absolutely prohibited. Further, any retaliation against an individual who has complained about sexual or other harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated. GLA-STEM will take all steps necessary to prevent and eliminate unlawful harassment.

Other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating a work environment that is hostile, offensive, intimidating, or humiliating to workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwanted sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, or cartoons;
- Unwelcome leering, whistling, brushing up against the body, sexual gestures, or suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

### **Staff Responsibilities, Conflicts of Interest and Confidentiality Staff Responsibilities**

Employees should familiarize themselves with and abide by, the laws of the state, as these affect work, the policies of the Board, Code of Ethics and the procedures designed to implement them.

Employees should remain courteous and helpful in interacting and responding to parents, visitors and members of the public.

Employees should keep all records and prepare and submit promptly all reports that may be required by state law, state board regulations, Board policy and administrative procedures.

Employees should wear appropriate dress for work according to Board guidelines and local school rules.

### **Conflicts of Interest**

GLA-STEM expects all employees to conduct themselves and company business in a manner that reflects the highest standards of ethical conduct and personal integrity, and in accordance with all federal, state, and local laws and regulations. This includes avoiding real and potential conflicts of interests. It is not possible to define all the circumstances and relationships that might create a conflict of interest. If a situation arises where there is a potential conflict of interest, the employee should discuss this with a supervisor for advice and guidance on how to proceed. Employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the school staff. School employees may not purchase any goods or equipment for sale to students or render any service to the school system on a commission basis.

Employees may not engage in any type of work where the source of information concerning a customer, client, or employer originates from information obtained through the school system.

## **Confidential Information**

In certain circumstances, employees will receive confidential information regarding students' or employees' medical, educational or court records. Employees are required to keep student and personnel information in the strictest confidence and are legally prohibited from passing confidential information along to any unauthorized individual. This provision is not intended to, and should not be interpreted to, prohibit employees from discussing wages and other terms and conditions of employment if they so choose.

## **Employment Relationship**

### **Job Postings and Applications**

Human Resources and the principal are responsible for requesting the posting of open positions, interviewing and hiring new employees.

### **Orientation and Processing**

All new employees must report for processing prior to any work done with GLA-STEM. This is imperative to timely processing of government requirements such as I-9s.

### **Employment Classification**

In order to determine eligibility for benefits and to ensure compliance with federal and state laws and regulations, GLA-STEM classifies its employees as shown. GLA-STEM may review or change employee classifications at any time. Classified workers are those whose jobs do not require a license. Exempt employees are paid on a salaried basis. Non-exempt employees are paid on an hourly basis and are eligible to receive compensatory time for hours worked over scheduled hours. Pay is determined based on range and step on the Classified Pay Scales found on the GLA-STEM website. Full-time employees are not in a temporary status and work a minimum of 30 hours weekly and maintain continuous employment status. Generally, these employees are eligible for the fulltime benefits package and are subject to the terms, conditions, and limitations of each benefits program. Part-time employees are not in a temporary status and are regularly scheduled to work fewer than 30 hours weekly, but at least 20 hours weekly, and maintain continuous employment status. Substitutes work as a replacement resulting from any short-term absence. A substitute may only work up to 19 consecutive days for the same employee absence and are paid at the substitute daily rate. If the position requires more than 19 consecutive days, then the position is categorized as an interim position. Interim employees are paid on an hourly basis and usually for a predetermined amount of time.

### **Work Week and Hours of Work**

Work week and hours of work will be determined based on position, location and needs of GLA-STEM.

### **Meal Break**

Employees are entitled to a 30-minute unpaid meal break each day no later than the sixth (6) hour of work. Meal times will be scheduled by the supervisor or principal.

## **Time Records**

All non-exempt employees are required to complete accurate weekly time reports showing all time actually worked. These records are required by governmental regulations and are used to calculate regular and compensatory time (COMP time). At the end of each period, the employee and his or her supervisor must sign the time sheet attesting to its correctness before forwarding it to the Payroll Department.

## **Compensatory Time Off**

When required due to the needs of the business, GLA-STEM may ask non-exempt employees to work COMP time, for FLSA non-exempt classified employees who work beyond their weekly scheduled hours. COMP time is paid time-off in lieu of overtime pay. Employees at risk of working overtime must request and receive pre-approval from their principal or department head in advance of actually performing any overtime work. Employees must report monthly pre-approved overtime to the Payroll Department on the Classified Attendance Sheet or its equivalent. COMP time will be earned as follows: In any single week, the total number of hours worked between the employee's scheduled work hours and forty (40) hours is considered straight time. COMP time will be accrued at one (1) hour for each hour of overtime. Any hours worked in excess of forty (40) hours per week will accrue COMP time at 1.5 hours for each hour worked over 40 hours. Whenever possible, principals and administrators should encourage flex time (within the seven (7) day work period) to reduce COMP time for overtime service and should be judicious in granting the use of annual leave and COMP time use so as to minimize accrual of additional COMP time. Accumulated COMP time should be used as soon as possible after accrual. The employee may request COMP time-off during their regular scheduled hours and will be permitted to use it within a reasonable period after making the request, if the request does not unduly disrupt the operations of the office, school, or classroom. The approval process for the use of COMP time should be similar to the approval process for annual leave. Approval for the usage of COMP time should not be unreasonably withheld. COMP time may never be taken before it is earned.

An employee shall not be approved to work overtime that would permit them to exceed an accumulated cumulative balance of forty (40) hours without the express approval of the Director of Schools (or his/her designee). Principals and administrators shall ensure accrued COMP time is used by June 1 of each year, in order to prevent carry-over of COMP time from one school year to the next.

## **Paychecks**

GLA-STEM's pay period for all employees bi-monthly on the fifteenth (15th) and last day of the month. If pay day falls on a federal holiday, employees will receive their paycheck on the preceding workday. Paychecks are directly deposited into the employee's checking and/or savings accounts with the exception of the first check, which is a live check.

## **Access to Personnel Files**

Employee files are maintained by the Human Resources Department and are subject to the Tennessee Open Records Act. Personnel files accessed by current employees and former employees upon request will be permitted within two (2) business days of the request and may take longer. Please note that any individual may request a copy of anyone's file, the employee



will be notified of the person requesting the file, personal identifying information will be redacted, and the requesting party must show a TN ID/DL in order to receive this information.

### **Voluntary Separation from Employment**

In all cases of voluntary resignation (one initiated by the employee), employees are asked to provide a written notice to their supervisor at least ten (10) working days in advance of the last day of work. The ten (10) days must be actual working days. Employees who provide the requested amount of notice will be considered to have resigned in good standing and generally will be eligible for rehire. If an employee leaves GLA-STEM, he/she will be treated as a new employee including but not limited to fingerprinting and processing-Exception: retired employees of GLA-STEM. In the event an employee voluntarily terminates without submitting written notice, the immediate supervisor will have the authority to terminate an employee on the basis of failure to report to the work station. If applicable, information regarding benefits continuation through the Consolidated Omnibus Budget Reconciliation Act (COBRA) will be sent to the employee's home address. Should it become necessary because of business conditions to reduce the number of employees or work hours, this will be done at the discretion of the district.

### **Workplace Safety**

#### **Criminal Background Check through Fingerprinting**

GLA-STEM requires a Criminal Background Check (CBC) for all new employees. Backgrounds must be verified and cleared by the Human Resources Department before an employee can begin working. This information is obtained through fingerprinting, which includes TBI & FBI reports, and the entire cost is the sole responsibility of the employee. Reimbursement is offered to active GLA-STEM employees who provide a fingerprinting receipt to the Human Resources Department and work a minimum of 20 days; substitutes are reimbursed after a full ten (10) days. Any break in service, other than transfers will require a new CBC, and this cost is only reimbursable one time for each employee. Exception: Any employees that retire through GLA-STEM may return to work without a new CBC.

#### **Communicable Diseases**

Employees shall inform the principal or Director of Schools whenever they contract a contagious disease so that proper precautions can be taken for the protection of students, other employees, and the infected employee.

No employee who has any communicable disease shall perform his/her duties in any location where such might endanger the health of school children. The Director of Schools shall reassign or suspend any employee who is suspected of having a communicable disease, which might endanger the health of children, pending investigation and final disposition of the case before the Board of Education.

To assist the Board in making final disposition of the case, the Director may refer it to the County Health Office, or other medical experts. The Board shall determine, in light of a written report, the employment status of the employee.

The Board of Education shall require any employee to submit to a physical examination by a physician whenever there is reason to believe that the employee has any communicable disease.

### **Illegal Drugs, Alcohol, and Prescription Drug Abuse**

GLA-STEM is committed to providing employees and students with a safe environment free of the misuse of illegal drugs, prescription drugs, and alcohol keeping with the spirit and intent of the Drug-Free Workplace Act of 1988. GLA-STEM is also committed to operating in compliance with all applicable Tennessee laws, Department of Transportation Regulations and to maintaining its reputation in the community as a school system where laws are obeyed and safety for students and employees are practiced. Alcohol and prescription drugs misuse and illegal drugs are inconsistent with all these commitments and will not be tolerated. Employees are expected to be fit for duty – which means able to perform all their job functions safely and efficiently – whenever they are working, present on GLA-STEM's property, operating GLA-STEM's vehicles or officially representing GLA-STEM. Employees who are not fit for duty – regardless of the reason – should immediately notify a supervisor of their lack of fitness and should never endanger themselves, their co-workers or students of GLA-STEM. Employees are prohibited from using, possessing, buying, selling, making, or dispensing all drugs or illegal drug paraphernalia whenever they are working, present on GLA-STEM's property, operating a GLA-STEM vehicle, or officially representing GLA-STEM. Closely related activities, such as offering or conspiring to sell any drugs to students, vendors or co-workers after work or off GLA-STEM's property are also prohibited. GLA-STEM also expects employees to refrain from off-the-job illegal drug activities such as trafficking, which could seriously damage GLA-STEM's operations or community reputation. Employees are also prohibited from "alcohol and prescription drugs misuse." Alcohol and prescription drug misuse includes:

- Working, being present on GLA-STEM property, or operating GLA-STEM's vehicle while impaired by alcohol or drugs (even if the employee is not impaired enough to violate state DUI/DWI laws);
- Consuming alcoholic beverages while working or operating a GLA-STEM vehicle;
- Abusing alcohol and/or prescription drugs off-the-job to the extent that attendance or on-the-job performance problems occur.

To enforce these expectations and educate its employees on the dangers of drug abuse, GLA-STEM tests applicants and employees working under DOT Regulations for drugs and alcohol, consistent with applicable federal and state laws, conducts inspections of all portions of its facilities for drugs and other contraband, and cooperates appropriately with law enforcement prosecutions of employees and students who commit crimes. Employees will not be permitted to work while under the influence of the misuse of drugs and/or alcohol. Individuals who appear unfit for duty may be subject to substance screening as part of the Drug-Free Workplace Policy. Refusal to comply with the Drug-Free Workplace Policy may result in disciplinary action, up to

and including termination. Any employee violating this policy is subject to discipline, up to and including termination, for the first offense.

### **Smoke-Free Workplace**

Smoking is prohibited at any time on GLA-STEM property, in all buildings as well as vehicles, owned, leased or operated by the district. "Smoking" includes the use of any tobacco products including smokeless tobacco, electronic smoking devices, e-cigarettes and vaping devices. The use of these products is prohibited while participating in any class or activity in which they represent the school or district. Signs will be posted throughout the district's facilities to notify students, employees and all other persons visiting the school that the use of tobacco and tobacco products is forbidden.

### **Workplace Violence Prevention**

GLA-STEM is committed to providing a safe, violence-free workplace for all employees. Due to this commitment, employees are discouraged from engaging in any physical confrontation with a violent or potentially violent individual or from behaving in a threatening or violent manner. Threats, threatening language, or any other acts of aggression or violence made toward or by any employee will not be tolerated. A threat may include any verbal or physical harassment or abuse, attempts to intimidate others, menacing gestures, stalking, or any other hostile, aggressive, and/or destructive actions taken for the purposes of intimidation. This policy covers any violent or potentially violent behavior that occurs in the workplace or at district- or school-sponsored functions. All GLA-STEM employees bear the responsibility of keeping the work environment free from violence or potential violence. Any employee who witnesses or is the recipient of violent behavior should promptly inform their supervisor, principal, or the Human Resources Department. All threats will be promptly investigated. No employee will be subject to retaliation, intimidation, or discipline as a result of reporting a threat in good faith under this guideline. Any individual engaging in violence against the district or school, its employees, or its property will be prosecuted to the full extent of the law. All acts will be investigated, and the appropriate action will be taken. Any such act or threatening behavior may result in disciplinary action up to and including termination. GLA-STEM prohibits the possession of weapons on its property at all times, including parking lots or district vehicles. Additionally, while on duty, employees may not carry a weapon of any type. Weapons include, but are not limited to, handguns, rifles, automatic weapons, and knives that can be used as weapons (excluding utility knives or box cutters that are used to open packages, cut string, and for other miscellaneous tasks), martial arts paraphernalia, stun guns, and tear gas. Any employee violating this policy is subject to discipline up to and including dismissal for the first offense. The district reserves the right to inspect all belongings of employees on its premises, including briefcases, purses and handbags, gym bags, and personal vehicles on school or district property.

### **Commitment to Safety**

Protecting the safety of employees and visitors is the most important aspect of running the district and schools. All employees have the opportunity and responsibility to contribute to a safe work environment by using commonsense rules and safe practices and by notifying management when any health or safety issues are present. All employees are encouraged to partner with leadership to ensure maximum safety for all. In the event of an emergency, employees should notify the appropriate emergency personnel by dialing eight (8) for an outside line then by dialing 911 to activate the medical emergency services.

## **Emergency Closings**

GLA-STEM will always make every attempt to be open for learning. However, if a decision is made to close, information will be sent to the media no later than 5:30 AM. If the office officially closes during the course of the day to permit employees to leave early, nonexempt employees who are working on-site as of the time of the closing will be paid for a full day. If employees leave earlier than the official closing time, they will be paid only for the actual hours worked. Exempt employees will be paid for a normal full day but are expected to complete their work at another time.

## **Reporting Child Abuse and Neglect**

Employees should be alert for evidence of child abuse or neglect. Employees having knowledge or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect. The report shall be made in accordance with TCA 37-1-403 and the person making the report shall examine the code section carefully before making the report. The report shall go to: (A) Judge having juvenile jurisdiction over the child; (B) Department, in a manner specified by the department, either by contacting a local representative of the department or by utilizing the departments centralized intake procedure, where applicable; (C) Sheriff of the county where the child resides; or (D) Chief Law enforcement official of the municipality where the child resides. Reports shall include, to the extent known by the reporter, the name, address, telephone number and age of the child, the name, address, and telephone number of the person responsible for the care of the child, and the facts requiring the report. The report may include any other pertinent information.

In cases of suspected or actual sexual child abuse additional reporting requirements are contained in TCA 37-1-605 which must be followed by all personnel.

If a school teacher, school official or any other school personnel has knowledge or reasonable cause to suspect that a child who attends such school may be a victim of child abuse or child sexual abuse sufficient to require reporting pursuant to this section and that the abuse occurred on school grounds or while the child was under the supervision or care of the school, then the principal or other person designated by the school shall verbally notify the parent or legal guardian of the child that a report pursuant to this section has been made and shall provide other information relevant to the future well-being of the child while under the supervision or care of the school. The verbal notice shall be made in coordination with the department of children's services to the parent or legal guardian within twenty-four (24) hours from the time the school, school teacher, school official or other school personnel reports the abuse to the department of children's services; provided, that in no event may the notice be later than twenty-four (24) hours from the time the report was made. The notice shall not be given to any parent or legal guardian if there is reasonable cause to believe that the parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse.

The principal or other designated person shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian; provided, that the information is edited to protect the confidentiality of the identity of the person who made the report, any other person whose life or safety may be endangered by the disclosure, and any information made confidential pursuant to federal law or § 10-7-504(a)(4). The information and records described in this subdivision shall not include records of other agencies or departments.

### **Workplace Guidelines Introductory**

Period During the first 90 calendar days of employment, all employees are considered to be in an "introductory" period. This introductory period will allow the employee to get acquainted with GLA-STEM and the employee's job duties as well as allow the supervisor to observe the employee's work habits to determine if they will be suitable for the position. Specifically, the supervisor will observe the employee's job knowledge, quality of work, quantity of work, versatility, initiative, cooperation, independent judgment and dependability.

This introductory period does not alter the employment-at-will status of any employee.

A new introductory period commences on the effective date of any promotion, job change or transfer. If the employee proves unsatisfactory in the new position, he/she may return to his/her previous job, if available, or be placed elsewhere within GLA-STEM with the approval of the affected supervisor. If there are no suitable job openings, the employee may be separated.

### **Email Account**

All employees are issued an email account upon hire for school use. Please note that all required training and benefit communications will be sent to this GLA-STEM email account. Employees should follow up with their supervisor or principal for login information.

### **Public School Works (PSW)**

Public School Works is the mandatory training system for all, no matter the position. All new employees are required to complete this training within the first 30 days of employment and thereafter annually.

### **Attendance**

Absenteeism, whether excused or unexcused, is detrimental to daily operations and often causes hardship on co-workers. With the exception of scheduled time off that has been approved in advance, all employees are expected to report to work promptly at the beginning of each scheduled shift and be ready to work.

If unable to arrive at work on time, or if an employee will be absent, the employee must contact his/her supervisor as soon as possible. One (1) day absent is considered an occurrence and multiple days for the same reason will be charged one (1) occurrence. Excessive absenteeism (four (4) or more occurrences in a semester) or tardiness will result in discipline up to and including termination. Failure to show up or call in for a scheduled shift without prior approval may result in termination. If an employee fails to report to work or call in to inform the supervisor of the absence for three (3) consecutive days, the employee will be considered to have voluntarily resigned employment.

## **Job Performance Evaluations**

Communication between employees and supervisors or principals is very important. Discussions regarding job performance are ongoing and often informal. Employees should initiate conversations with their supervisors if they feel additional feedback is needed. Generally, formal performance reviews are conducted annually. These reviews include a written performance appraisal and a discussion between the employee and the supervisor about job performance and expectations for the coming year.

## **Disciplinary Action**

In order to sustain GLA-STEM's high educational standards and community relations, the district tries to address disciplinary problems in an efficient, fair and timely manner. Discipline for performance and behavioral problems may range from verbal warnings to termination, as determined by the Director of Schools, within School Board Policy and Tennessee Rules and Regulations. The objective is, where possible, to correct performance and discipline problems proactively to achieve positive results or coaching for success while protecting students, GLA-STEM and its employees.

## **Standards of Conduct**

Listed below are some of GLA-STEM's rules and regulations. This list should not be viewed as allinclusive. Pursuant to Tennessee Rules and Regulations, Tennessee Code Annotated and Board Policies, GLA-STEM reserves the right to discipline or discharge an employee for conduct not defined in the following list. Examples of behavior and conduct that GLA-STEM considers inappropriate and which could lead to disciplinary action up to and including termination of employment without prior warning at the sole discretion of Director of Schools, include, but are not limited to, the following:

- A. Falsifying or altering employment or other GLA-STEM records, including supplying false or misleading information when applying for employment or at any time during employment.
- B. Violating GLA-STEM's Anti-discrimination, Harassment, Bullying, and Retaliation policy;
- C. Violating any of GLA-STEM's policies;
- D. Establishing a pattern of excessive absenteeism or tardiness;
- E. Discussing confidential student information with unauthorized employees or individuals or in any areas where unauthorized employees or individuals could overhear the conversation;
- F. Disclosing without authorization or misusing confidential student, employee or GLA-STEM System information;
- G. Reporting to work intoxicated, under the influence of non-prescribed drugs or otherwise unfit for duty;
- H. Illegally manufacturing, possessing, using, selling, distributing, or transporting drugs;
- I. Bringing or using alcoholic beverages on GLA-STEM property or at any school events.
- J. Refusing to undergo a drug or alcohol screen upon request;

- K. Using obscene, abusive, or threatening language or gestures;
- L. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on GLA-STEM Board property or while representing GLA-STEM;
- M. Threatening, intimidating or coercing fellow employees, students or parents on or off GLA-STEM Board property at any time for any purpose;
- N. Stealing property from, or unauthorized possession of the property of fellow employees, students or GLA-STEM; O. Fighting or horseplay or provoking a fight on GLA-STEM property;
- P. Having unauthorized firearms or other weapons on GLA-STEM property or while on GLA-STEM business;
- Q. Disregarding health, safety or security regulations;
- R. Failing to report any personal injury sustained while on the job;
- S. Engaging in an act of sabotage or willfully or with gross negligence causing the destruction or damage of GLA-STEM property or the property of students or fellow employees.
- T. Unauthorized removal, duplication, or transferring possession of GLA-STEM Board property master keys;
- U. Altering a check, making unauthorized charges to a GLA-STEM account, or knowingly overcharging a student;
- V. Failure to follow GLA-STEM policy regarding handling of cash, deposits or other established accounting procedures;
- W. Unauthorized use of GLA-STEM telephones or equipment or facilities;
- X. Unauthorized social conduct or fraternization with students, including dating, emailing or text messaging at any time;
- Y. Unprofessional appearance or conduct;
- Z. Making or publishing false, vicious, or malicious statements while on school property, school business, or using school equipment concerning any employee, student, principal, Director of Schools, or GLA-STEM; AA. Engaging in insubordination;
- BB. Loitering or sleeping on the job;
- CC. Leaving school premises without permission or failing to remain in the work area until the end of the work day unless released early by a supervisor, principal, department director or Director of Schools. DD. Refusing to allow packages, desks, classrooms, GLA-STEM vehicles and offices to be examined;
- EE. Improper recording of hours worked or punching another employee's time card;
- FF. Entering a school or office after normal work hours without prior proper authorization.

If an employee's performance, work habits, overall attitude, conduct or demeanor becomes unsatisfactory in the judgment of GLA-STEM, based on violations of either the above or any other of GLA-STEM's policies, administrative rules or Tennessee Regulations, the Employee will be subject to disciplinary action up to and including termination of employment as set forth in the due process policy covering progressive discipline.

### **Outside Employment**

Employees are permitted to work a second job as long as it does not interfere with their job performance with GLA-STEM or reflect unfavorably on the school system. Employees with a second job are expected to work their assigned schedules. A second job will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours.

If outside work activity causes or contributes to job-related problems, it must be discontinued, or the employee may be subject to disciplinary action, up to and including termination.

Travel reimbursement is designed to assist employees in completing their responsibilities in the areas of instructional support services and instructional activities. Employees are encouraged to travel together and use available Board vehicles when possible in order to reduce costs.

### **Travel Reimbursement**

#### **TBD Dress Code and Grooming**

It is important to project a professional image to coworkers, visitors, and students. This means that employees should not wear clothing that is revealing. All employees are expected to dress in a manner consistent with good hygiene, safety, and good taste. Employees should use common sense. Any questions or complaints regarding the appropriateness of attire should be directed to the supervising principal or Human Resources Department for final decisions. Social Media Acceptable Use The district encourages employees to share information with co-workers and with those outside the district for the purposes of gathering information, generating new ideas, and learning from the work of others while being respectful and dignified. Social media provides inexpensive, informal, and timely ways to participate in an exchange of ideas and information. However, information posted on a website is available to the public and, therefore, the district has established the following guidelines for employee participation in social media. GLA-STEM respects the right of employees to use social media, networking sites, personal websites and blogs, but it is important that an employee's personal use of these sites not interfere with official duties, violate any district policies or damage the reputation of the school district, individual schools, its employees, its students or their families.

An employee's use and comments made on social media sites are subject to First Amendment protections. However, any personal use must be conducted in such a manner that a reader would not think that the employee is speaking for or on behalf of GLA-STEM. Employees should set appropriate boundaries between personal and public online behavior, understanding that what is private in the digital world often has the potential of becoming public, even without knowledge or consent. It is recommended that employees carefully review the privacy settings on any social media accounts and exercise good judgment when posting content and information on such sites. Employees should adhere to the following guidelines consistent with



the district's standards on harassment, student relationships, professional communication and confidentiality of student information. Employees who have a presence on social networking websites are prohibited from posting photographs or information that will cast the employee in an unprofessional light and that is likely to create a disruption to school. Employees are prohibited from accessing personal social networking sites, via district or personal devices, during working hours except for legitimate instructional purposes. GLA-STEM employees are privy to confidential education records. Such confidential information, or information reasonably related to confidential records, shall never be shared or posted on the Internet in any forum (i.e., public or personal.) Employees shall not disclose any confidential information obtained during the course of his/her employment about the school district, any school, individuals or organizations, including students and/or their families. The Board discourages employees from socializing with students on social networking websites. The same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium is unacceptable when done through the use of technology. When it is necessary to communicate electronically with individual students, employees are encouraged to use district-approved means of electronic communication such as school email or a district sponsored secure messaging service/site. Employees who desire to use social media as an enhancement to their instructional-or school based responsibilities should establish a dedicated, non-personal social media page or account for such purposes with the permission of the school principal. The district and its administrators retain editorial control over any site or account used as part of official school business, including those accounts or pages used for individual classes, band or athletic teams. Employees shall immediately remove any Internet postings the district determines are inappropriate or unprofessional. Employees must keep in mind that if they post information on a social media site that is in violation of company policy and/or federal, state, or local law, the disclaimer will not shield them from disciplinary action.

### **Bulletin Boards**

All required governmental postings are posted on the boards typically located in the breakroom. These boards may also contain general announcements.

Employees are able to submit notices of general interest, such as for-sale notices; recreational type announcements and/or club functions; postcards; expressions of gratitude or sympathy; and notices looking for/offering carpools, tickets, roommates, or pets. Please deliver notices to leadership for approval. The principal and the right to refuse permission or remove any announcement.

### **Gifts and Solicitation**

Employees shall not accept gifts from students or vendors except gifts of nominal value – candy, pens, calendars, flowers, etc. Exceptions to this policy are the acceptance of minor items which are generally distributed to all by the companies through public relations programs. Any gifts outside of this scope should be turned into the principal or supervisor to use in accordance with Board Policy.

Employees should be able to work in an environment that is free from unnecessary annoyances and interference with their work. In order to protect employees and visitors, solicitation by employees is strictly prohibited while either the employee being solicited or the employee doing

the soliciting is on “working time.” “Working time” is defined as time during which an employee is not at a meal or on the premises immediately before or after his or her shift. Employees are also prohibited from distributing written materials, handbills, or any other type of literature on working time and, at all times, in “working areas,” which includes all office areas. “Working areas” do not include break rooms, parking lots, or common areas shared by employees during nonworking time. The Board limits system-wide solicitation of funds for charitable organizations during school hours and in the school buildings with the exception of those organizations approved by the Director of Schools. From time to time, collections to help fellow school personnel in need will be permitted.

Individual school principals should use their discretion in approving fund-raising collections from school personnel in their buildings, and no collection should be conducted in the buildings without prior approval of the principal. Non-employees may not trespass or solicit or distribute materials anywhere on school or district property at any time.

### **Purchases for GLA-STEM**

Purchases should only be made by approved purchasers. Any purchase less than \$500 should be submitted for payment with the Finance Department with proper documentation and the original invoice, no alterations. Anything over \$500 must have an approved purchase order (PO) or formal contract. Any credits, gifts or discounts received for purchases made by the district are deemed district property and not for personal use.

### **Computers, Internet, Email Usage, and Other Resources**

The district provides a wide variety of communication tools and resources to employees for use in running day-to-day business activities. Whether it is the telephone, voice mail, fax, scanner, Internet, intranet, e-mail, text messaging, or any other district-provided technology, use should be reserved for school-related matters during working hours. All communication using these tools should be handled in a professional and respectful manner. E-mail, internet access, and network resources are provided for authorized employees to perform school-related tasks and communicate with others. This access is given to employees who agree to act in a considerate and responsible manner. Computer access and e-mail accounts are issued only after approval by GLA-STEM Information Services Departments. Access can be revoked at any time if network security or protocol is compromised or for violation of Acceptable Usage Policy guidelines.

Having access to the internet, school technology, and network resources requires employees to maintain consistently high levels of personal responsibility.

Employees are allowed to conduct activities that are workplace related. Personal activities will be limited to and will in no way interfere with computer time and use for which the resources are intended or with employee's work activities and schedule.

Employees should not have any expectation of privacy in their use of district-provided computer, phone, or other communication tools. All communications made using district provided equipment or services including email and internet activity, are subject to inspection by the district. Employees should keep in mind that even if they delete an email, voicemail or other communication, a copy may be archived on the company's systems.

The electronic communication systems are not secure and may allow inadvertent disclosure, accidental transmission to third parties, etc. Sensitive information should not be sent via unsecured electronic means.

Telephones are for business purposes. While the company recognizes that some personal calls are necessary, these should be kept as brief as possible and to a minimum. Personal use of the district cell phones, long-distance account, or toll-free numbers is strictly prohibited and are the responsibility of the employee as well as any lost equipment.

Abuse of these privileges is subject to corrective action up to and including termination.

## **Badge**

Each employee is provided a picture badge upon hire. When employees are on any property of GLA-STEM, it is expected that the badge be worn in a visible location. If an employee loses a badge they should contact Human Resources for immediate replacement. Anyone without a badge will need to check in at the front desk for safety purposes.

## **Change of Information**

All employees must inform the Human Resources Department, in writing on a designated form of changes in any of the following: name, address, telephone number, personal e-mail, marital status, as well as birth or adoption of a child. In order to change a name in the system, a social security card will need to be provided to the Human Resources Department. This is applicable to resigning or retiring employees for the purposes of W-2.

## **Bus Duty**

Employees in schools requiring bus duty may work bus duty and be compensated at the prevailing rate for all hours worked above and beyond the normal workday schedule. Arrangements for bus duty must be made with the responsible school office personnel. Classified personnel may work a maximum of 40 hours per week (combining the hours from all positions held).

## **Nursing Mothers**

This applies to female employees who have requested a time and location to express breast milk for a child, up to a year after the child's birth. Upon request, an employee shall be granted time, and an appropriate place at work, to express breast milk. This time is not for a set period of time, and it must be long enough to ensure the employee has sufficient time to express the necessary milk. When possible, the time request shall be scheduled so as to coincide with the employee's regular meal period. However, the time to express milk does not have to coincide with the employee's regular meal period, and it is not limited to the length of the regular meal period. Any time nursing shall take place at a workplace location, the employee must be allowed privacy and someplace other than a restroom.

## **Arrested Employees**

Employees arrested or convicted of any criminal statute, must inform GLA-STEM within five (5) days.

## **Building Guidelines**

No students or unauthorized personnel shall be on roofs. Please report any visible damage or trash on roofs.

Employees should keep all vehicles off the sidewalks and grassed areas. All grass clippings from sport fields need to be disposed of properly and not discarded on any school property or campus. Employees should notify Support Services, for approval, before any landscaping project is undertaken. All gardens and animal pens should be cleaned and removed/stored each year. Employees should not plug electric cars in school outlets. Employees should call or create a work order to pick up large items around dumpsters.

For purposes of the Fire Marshall and safety of students and staff, all doors with auto closers should not be propped open. Employees should maintain a clutter free foot path approximately three (3) foot for all egress doors and escape windows. Items are not to be stored in electrical closets, mechanical closets, or mezzanines. Stored items must be kept 24" below the ceiling. No items are to be hung from the ceiling.

All painting needs to be approved by Support Services. All construction projects and alterations must be approved by Support Services.

Employees should not reset the fire alarm system when it engages, this may silence it. Employees should wait for the Fire Department or Support Services to reset the system.

Employees should only flush school-issued toilet tissue. Baby wipes, flushable wipes, paper towels, etc. should not be flushed. Employees should use the appropriate receptacles to dispose of any feminine care products; these should never be flushed. Employees should limit items being stored under the sinks due to potential leaks at drain traps. Water fountains should not be used to dispose of any liquids or as a means to clean any appliances, equipment, aquariums, etc.

Only authorized personnel are allowed to diagnose and repair any and all electric related issues. Classrooms need to remain free of all appliances, employees should use designated breakrooms and lounges. Employees should report any issues or concerns to the appropriate administration immediately.

Influencing and controlling sensors or thermostats by any means is prohibited. All mechanical rooms should be clear and free of debris and items that block access to the replacement and service of any equipment. All supply and return air vents are to be free and clear of any obstructions.

## **Time Off and Leaves of Absence**

### **Holidays and Time off**

A new calendar will be provided to each principal at the beginning of each school year outlining time for each group of individuals based on number of days worked in a calendar year. The calendar will outline start and end dates based on the number of days worked for each group of employees. Holiday pay shall be at the employee's regular straight-time rate, not to exceed the number of hours scheduled. Holiday pay eligibility shall further depend upon the employee

working a full shift on the workday preceding the holiday and a full work shift on the workday following the holiday and aid status. Any employee on leave of absence will not receive holiday pay for any holiday during their scheduled leave unless they supplement this time with sick, annual or personal leave.

### **Annual Leave**

TBD

Employees whose employment terminates will be paid for any accrued unused annual leave.

### **Personal Leave**

All full-time employees earn one (1) personal day for each full semester employed. A third bonus personal day is earned beginning on the fifteenth (15th) year of service with GLA-STEM. Six (6) or more days absent without pay in a pay period (11 or more days without pay for calendar year employees) will result in loss of a personal day. All unused personal leave days will be converted to sick leave at the end of each fiscal year (July-June).

### **Sick Leave**

Sick leave is earned at the rate of one (1) day per month worked with no limit on accumulation. Six (6) or more days absent without pay in a pay period (11 or more days without pay for calendar year employees) will result in the loss of one (1) sick leave day. Employees may not use sick leave which has not been allocated. Absences are to be reported as absent-without-pay if sick leave days are not available at the time of use. If an employee misses three (3) or more consecutive days because of illness, GLA-STEM may require the employee to provide a physician's written permission to return to work. This note should include days of absences as well as any restrictions. Sick days are not intended to be used as a substitute for annual leave days; however sick days may be used if an employee needs to provide care for a family member who is ill. Sick days may also be used if an employee needs time off for scheduled medical procedures. Upon termination of employment or unpaid leave of absence, any such days that are unearned shall be deducted from the final salary. If salary is insufficient, the employee will be liable for reimbursement. Upon retirement, if vested, accumulated sick leave days can be transferred to TCRS as service credit. 20 unused sick days = 1 month of time added to employment history for retirement (TCRS) purposes.

### **Family and Medical Leave**

GLA-STEM complies with the federal Family and Medical Leave Act (FMLA) and Tennessee and Medical Leave Act (TMLA), which requires employers to grant 12 weeks (16 weeks for birth/adoption) of unpaid, protected leaves of absence to qualified workers for certain medical and family-related reasons. Please note there are many requirements, qualifications, and exceptions under these laws, and each employee's situation is different. Employees may not take leave and work another job as employment with GLA-STEM will be terminated. Contact the Benefits Department to discuss options for leave. Reasons for Taking Leave. Under federal law, unpaid leave may be requested for pregnancy and prenatal care; preplacement activities, birth, adoption, or foster placement of a child; or the serious health condition of a child, spouse, parent, domestic partner, or the employee.

## **Military Family Leave Entitlements**

Under federal law, unpaid leave may also be requested by eligible employees who have any qualifying exigency arising out of the fact that the spouse or a son, daughter, parent, domestic partner, or next of kin of the employee is on covered active duty (or has been notified of an impending call or order to covered active duty) in the armed forces; employees may use their 12-week entitlement to address certain qualifying circumstances. Qualifying circumstances may include deploying on short-notice, attending certain military events, arranging for alternative child care and school activities, addressing certain financial and legal arrangements, attending certain counseling sessions, engaging in rest and recuperation, and attending post deployment reintegration briefings. The federal FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. This leave applies if the employee is the spouse, son, daughter, parent, domestic partner, or next of kin caring for a covered military service member or veteran recovering from an injury or illness suffered while on active duty in the armed forces or that existed before the beginning of the member's active duty and was aggravated by service or that manifested itself before or after the member became a veteran. Leave Designation. If an employee does not expressly request FMLA leave, the district reserves the right to designate a qualifying absence as FMLA leave and will give notice of the FMLA designation to the employee. If an absence is a qualifying event under FMLA, the leave will run concurrent with short-term disability, long-term disability, annual leave, personal leave, sick or workers' compensation. Benefits. Under federal law, employers must continue healthcare benefits during protected FMLA leave as though the employees were still at work and must pay the employer's part of the premium. The employee will continue to be responsible for the employee's portion of the premium as well. Interaction with Accrued Paid Time Off. FMLA leave, paid annual, personal leave or sick time will run concurrently with the leave as requested. Job Protection. An employee's job, or an equivalent job, is protected while the employee is on leave, and the employee will be returned to their positions or to another job of like pay and status at the end of FMLA leave. If the employee does not return within the FMLA leave time the same job is not guaranteed, but the employee will be guaranteed a position if they return within 12 months. Return-to-Work Policy. All employees must have a medical note that includes any restrictions, if any, stating that they may return to work.

## **Military Leave**

GLA-STEM supports the military obligations of all employees and grants leaves for uniformed service in accordance with applicable federal and state laws. Any employee who needs time off for uniformed service should immediately notify the Human Resources Department and his/her supervisor, who will provide details regarding the leave. If an employee is unable to provide notice before leaving for uniformed service, a family member should notify the supervisor as soon as possible. Upon return from military leave, employees will be granted the same seniority, pay, and benefits as if they had worked continuously. Failure to report for work within the prescribed time after completion of military service will be considered a voluntary termination.

All employees who enter military service may accumulate a total absence of five (5) years and still retain employment rights.

## **Bereavement Leave**

Two (2) days leave per year may be taken for bereavement purposes. The deceased must be identified on the leave form submitted by the employee. If the deceased is a spouse, child, grandchild, parent, parent-in-law, sibling, sibling-in-law or grandparent of the employee, the employee may take an additional three (3) days without affecting the employee's sick leave balance. GLA-STEM may require verification of the need for the leave. The employee's supervisor and Human Resources Department will consider this time off on a case-by-case basis. Time off granted in accordance with this policy shall not be credited as time worked for the purpose of computing overtime.

## **Jury Duty/Court Appearance**

The district supports employees in their civic duty to serve on a jury. Employees must present any summons to jury duty to their supervisor as soon as possible after receiving the notice to allow advance planning for an employee's absence. Any employee called for jury duty during work hours shall be provided such time with no loss in pay or benefits; however, any fees or remuneration the employee receives during such leave shall be turned over to GLA-STEM. A copy of the summons should be submitted with the leave sheet. Employees are expected to report for duty at school on all days when they are not actually serving. If an employee is released from jury duty after four (4) hours or less of service, he or she must report to work for the remainder of that work day. Time for appearance in court for personal business will be the individual employee's responsibility. Normally, personal days or annual leave days will be used for this purpose.

## **Time Off for Voting**

GLA-STEM recognizes that voting is an integral part of being in a community. In most cases, employees will have reasonable time outside working hours to vote. However, if for any reason the employee thinks this won't be the case, he/she should contact his/her supervisor to discuss scheduling accommodations no later than noon on the day before the election.

## **Employee Benefits**

GLA-STEM recognizes the value of benefits to employees and their families. The district supports employees by offering a comprehensive and competitive benefits program. For more information regarding benefit programs, please refer to the district's Summary Plan Descriptions (SPD), which can be provided by the Benefits department. To the extent of the information provided here conflicts with the SPD or full plan document, the full plan document will control.

## **Medical, Dental, and Vision Insurance**

GLA-STEM pays the negotiated amount of the medical insurance premiums. Employees on leave of absence may continue their insurance by paying the premium each month no later than the fifteenth (15th) as due. Under the requirements of the Consolidated Omnibus Budget & Reconciliation Act of 1985 (COBRA), as amended, an employer must offer to continue group health benefits to employees and dependents in certain instances where coverage under the plan would otherwise end.

GLA-STEM provides at no cost to the employee a life insurance policy one (1) times the employee's annual salary, with cap, once the employee has completed three (3) years of employment. Accidental Death and Dismemberment is included for active employees.

### **Additional Miscellaneous Benefits**

These benefits are voluntary and are funded solely by the employee. Some of these include short-term and long-term disability as well as Flexible Spending Account, Dependent Care Account and life insurance. For a complete list of benefits offered please reach out to the Benefits Department.

### **401(k), 403(b), and 457(b) Plan**

[Proposed] GLA-STEM recognizes the importance of saving for retirement and offers eligible employees a 401(k), 403(b), & 457(b) plan. Eligibility, vesting, and all other matters relating to these plans are explained in the SPD that can be obtained from the Benefits Department.

Retirement Full time classified employees must enroll in the Tennessee Consolidated Retirement System (TCRS) upon employment. Participation has been fully employer funded since July 1, 1993. An employee is vested after five (5) years of TCRS service and eligible for benefits upon retirement eligibility. Annual statements are provided by TCRS detailing salary, service credit, beneficiary, and employee contributions. Details are available from the Payroll Department. TCRS can be reached at (800) 922-7772.

### **Workers' Compensation**

GLA-STEM provides compensation for work-related injuries for each employee when an injury or accident occurs on the job, an employee must promptly notify their principal or immediate supervisor. This must be done even if the employee does not feel the need for medical attention. The employee is also responsible for reporting where, what, when and how the injury or illness occurred with enough information that medical treatment can be started and the necessary reports completed. If the injury is life threatening, qualified emergency transportation should be obtained and the principal or immediate supervisor notified as soon as possible. It is important the incident be reported immediately or within 24 hours. The principal or immediate supervisor of the employee is responsible for seeing that the Worker Injury Report is completed and forwarded to the Risk Management Office. Workers' compensation benefits (paid or unpaid) will run concurrently with FMLA leave, if applicable, where permitted by state and federal law.

Also, employees should be reminded that the Occupational Injury report should be completed and mailed to the Risk Management Office within seven (7) days of the injury. FAILURE TO HAVE ALL MEDICAL TREATMENT AUTHORIZED BY THE RISK MANAGEMENT OFFICE MAY RESULT IN DENIAL OF PAYMENT.

### **Employee Assistance Program**

[Proposed] The Employee Assistance Program (EAP) is a resource designed to provide highly confidential and experienced help for employees in dealing with issues that affect their lives and the quality of their job performance. GLA-STEM wants employees to be able to maintain a healthy balance of work and family that allows them to enjoy life. The EAP is a confidential counseling and referral service that can help employees successfully deal with life's challenges.



This free, comprehensive counseling service offers employees three visits per issue each year and a 24-hour hotline answered by professional, degreed counselors. Employees will have access to an attorney for state specific legal information and service. If the employee decides to retain the attorney, he/she may receive a 25% discount on services that might be needed. The district encourages employees to use this valuable service whenever they have such a need. Employees who choose to use these counseling services are assured the information disclosed in their sessions is confidential and not available to the district, nor is the company given any information on who chooses to use the services.

## EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND RECEIPT

I hereby acknowledge receipt of the employee handbook of GLA-STEM. I understand and agree that it is my responsibility to read and comply with the policies in the handbook. I understand that the handbook and all other written and oral materials provided to me are intended for informational purposes only. Neither it, district practices, nor other communications create an employment contract or term. I understand that the policies and benefits, both in the handbook and those communicated to me in any other fashion, are subject to interpretation, review, and change by management at any time without notice. I further agree that neither this document nor any other communication shall bind the district to employ me. I understand that no representative of the district has any authority to enter into any agreement for employment for any specified period of time or to assure any other personnel action or to assure any benefits or terms or conditions of employment, or make any agreement contrary to the foregoing. I also understand and agree that this agreement may not be modified orally and that only the Director of Schools or his/her designee may make a commitment for employment. I also understand that if such an agreement is made, it must be in writing and signed by the Director of Schools. From time to time, this handbook will be revised to reflect changes. The handbook cannot be republished each time a change occurs; therefore, some material may become obsolete without prior notice to you. If any information contained in this handbook conflicts with information published at a higher level of authority within the district, state or federal level, the information in those policies, laws, etc., will prevail. As the contents of this handbook change, you will be notified by your principal or supervisor. You are solely responsible for regularly updating your handbook. GLA-STEM reserves the right to modify, change, disregard, suspend or cancel at any time, without written or verbal notice, all or any part of the handbook's contents as circumstances may require.

---

Employee's Name in Print

---

Signature of Employee

---

Date Signed by Employee

ATTACHMENT J: Insurance Coverage

March 25, 2019

The Gentlemen & Ladies Academy  
1680 Bonnie Lane  
Cordova, Tennessee 38016

We are please to offer the following quote through Travelers Insurance Company:

Workers' Compensation Insurance -\$6,500.00  
General Liability Insurance \$1,000,000 Premium \$4,853.00  
School Board/Professional Liability \$5,000,000 Premium \$3,775.00  
Commercial Auto Liability \$1,000,000. Premium\$8,976.00  
Umbrella Coverage \$5,000,000 Premium \$3,800.00  
Property RC Contents Only- Premium \$2,970.00  
Fidelity Bond 100,000-Premium \$1,700.

A provision will be included in the policy that states that any cancellations or changes in the policy will be submitted to local school district and the State Department of Education within 10 days.

Sincerely,  
Tina Strong-Williams  
Fred L. Davis Insurance Agency

ATTACHMENT O: Planning and Budget Worksheet



April 1, 2019

WILLIE LEFLORE JR.  
1690 BONNIE LANE  
CORDOVA, TN 38016

To Whom It May Concern,

This letter is to confirm that as of the date of this letter, April 1, 2019, Willie LeFlore Jr. has an account(s) with a balance of at least \$250,000.00 on deposit with First Tennessee Bank. This is not a guarantee of funds, but rather, a statement verifying funds on deposit at the time you requested it, not taking into account transactions that may be pending, approved or posted after such date and time.

Account Name: Willie LeFlore Jr.  
Account Type: Business Checking  
Authorized Signer(s): Willie LeFlore Jr.  
Account Status: Active

At First Tennessee Bank, our goal is to provide excellent customer service at every opportunity. If I may be of further assistance to you in the future, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alexis V. Anderson".

Alexis V. Anderson  
Winbrook Financial Center Manager  
First Tennessee Bank  
(901)348-3600  
aanderson@ftb.com

March 21, 2019


Dear The Gentlemen & Ladies STEM Academy's Board of Directors,

We are pleased to confirm our commitment of \$250,000.00 to The Gentlemen & Ladies STEM Academy for its founding year of enrollment. This gift will be designated to the unrestricted endowment of The Gentlemen & Ladies STEM Academy. This letter confirms the terms of a verbal pledge, which I made to The Gentlemen & Ladies STEM Academy on March 15, 2019.

Recognizing that The Gentlemen & Ladies STEM Academy's Board of Directors will rely upon my pledge when making expenditures, entering into contracts, and engaging in other activities for the benefit of GL STEM Academy, and recognizing further that others have made and will make contributions to GL STEM Academy for like purposes. We hereby irrevocably pledge in consideration thereof the sum of \$250,000.00.

Our plan is to fund this gift over a 1-year period. The timing of the funding of the gift installments will be at our discretion, but we hope to complete a significant portion, if not all, by July 1, 2019.

Please acknowledge your acceptance of my pledge in accordance with the terms herein described by signing and returning a copy of this letter to me.



W. Earl LeFlore, Jr.  
The LeFlore Foundation  
President

Date 3-21-19

The Gentlemen & Ladies STEM Academy hereby accepts and acknowledges the foregoing pledge and accepts its terms as of the date written.

---

Kenya Johnson  
Board Chairman  
THE GENTLEMEN & LADIES STEM ACADEMY



## New Charter School Application Budget Template Instructions

### Template Tabs

<a href="#">1) Proposed School Information</a>	Enter proposed school name, contact information, and proposed year of opening
<a href="#">2) Student Assumptions</a>	Enter enrollment and key student demographic information assumptions
<a href="#">3) Pre-Opening Budget</a>	Enter budget details and assumptions for 12 month period prior to Year 1
<a href="#">4) Pre-Opening Cash Flow</a>	Enter cash flow details and assumptions for 12 month period prior to Year 1
<a href="#">5) Years 1-5 Staff Assumptions</a>	Enter staffing assumptions; assumptions will drive over tabs
<a href="#">6) Year 1 Budget</a>	Enter budget details and assumptions for Year 1
<a href="#">7) Year 1 Cash Flow</a>	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
<a href="#">8) Years 2 through 5 Budget</a>	Enter budget details and assumptions for Years 2 through 5
<a href="#">9) Summary</a>	Informational; enter a starting fund balance if applicable

### Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

**Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.**

Developed in partnership with



Template Version 02222017



# The Gentlemen and Ladies STEM Academy

## New Charter School Application Budget Template

### Proposed School Information

Proposed School Name	The Gentlemen and Ladies STEM Academy
Lead Sponsor Name	The LeFlore Foundation
Lead Sponsor E-mail Address	<a href="mailto:thegentlemenacademy@gmail.com">thegentlemenacademy@gmail.com</a>
Lead Sponsor Phone Number	(901) 502-6421
CMO/EMO Affiliation	Not applicable

Proposed Authorizer	Willie E. LeFlore, Jr.
Proposed Opening Grade Level(s)	K through 8
Proposed Final Grade Level(s)	K through 8
Proposed First Year of Operations	2020-21

Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	505	650	780	830	865
Note: These cells auto-populate after completing Tab 2.					

**The Gentlemen and Ladies STEM Academy**  
**New Charter School Application Budget Template**  
**Student Assumptions**

**Enrollment Assumptions**

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	60	75	95	100	105
1st Grade	60	75	95	100	105
2nd Grade	60	75	95	100	105
3rd Grade	60	75	95	100	105
4th Grade	60	75	90	100	105
5th Grade	60	75	90	100	105
6th Grade	55	70	90	100	105
7th Grade	45	65	65	65	65
8th Grade	45	65	65	65	65
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total Enrollment (excluding Pre-Kindergarten)</b>	<b>505</b>	<b>650</b>	<b>780</b>	<b>830</b>	<b>865</b>
<b>Change in Net Enrollment</b>	<b>505</b>	<b>145</b>	<b>130</b>	<b>50</b>	<b>35</b>

**# of Classes By Grade**

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	3	4	5	5	5
1st Grade	3	4	5	5	5
2nd Grade	3	4	5	5	5
3rd Grade	3	4	5	5	5
4th Grade	3	4	5	5	5
5th Grade	3	4	5	5	5
6th Grade	3	4	5	5	5
7th Grade	2	3	3	3	3
8th Grade	2	3	3	3	3
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total # of Classes</b>	<b>25</b>	<b>34</b>	<b>41</b>	<b>41</b>	<b>41</b>
<b>Change in Net # of Classes</b>	<b>25</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>0</b>

**Other Key Assumptions**  
**Enter Estimated Percentages**

SPED %	13%	13%	13%	13%	13%
<b>SPED Count</b>	<b>66</b>	<b>85</b>	<b>101</b>	<b>108</b>	<b>112</b>
ELL %	8%	8%	8%	8%	8%
<b>ELL Count</b>	<b>40</b>	<b>52</b>	<b>62</b>	<b>66</b>	<b>69</b>
Anticipated Paid %	100%	100%	100%	100%	100%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	0%	0%	0%	0%	0%
<b>Anticipated Paid Count</b>	<b>505</b>	<b>650</b>	<b>780</b>	<b>830</b>	<b>865</b>
<b>Anticipated Reduced Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Anticipated Free Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Free and Reduced Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
School Days	180	180	180	180	180
Attendance Rate	0%	0%	0%	0%	0%

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Pre-Opening Budget

Revenue Assumptions									
		<table><tr><th>Year 0</th><th></th></tr><tr><td>2019-20</td><td></td></tr></table>		Year 0		2019-20			
Year 0									
2019-20									
Federal Revenues	Rate/Assumption	Amount	Assumption Notes						
CSP Startup Grant	\$100,000	\$100,000	TN Department of Education Planning Grant						
Fundraising & Philanthropy			Detail any private funding sources						
The LeFlore Foundation	\$250,000	\$250,000	The LeFlore Foundation						
Other		\$0							
Other		\$0							
Other		\$0							
Other		\$0							
Total Revenues		350,000							
Additional Space to Provide Fundraising Details									
Grant invitation pending from Walton Family Foundation									

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Pre-Opening Budget				
Compensation Assumptions				
		Year 0		
		2019-20		
				Assumption Notes
Administrative Staff	FTE Count			
	Principal/School Leader	0.38	\$37,125	Employed Nov. 2019 @ \$99, 000/yr @ 20hrs/wk
	Assistant Principal	0.00	\$0	
	Special Education Coordinator	0.00	\$0	
	Deans, Directors	0.27	\$14,800	HR Dir. & Comm. Dev. Coord. Hired Jan. 2020 @ \$55, 000 @20hrs/wk
Other (Specify in Assumptions)		0.16	\$8,173	Office Mgr. Hired April 2020 & \$50, 000 @ 20 hrs/wk
Total Administrative Compensation		0.81	60,098	
Instructional Staff	FTE Count			
	Teachers	0.29	\$45,865	Science Teacher Hired in Feb 2020 @ \$53,000 @ 20hrs/wk; Math Teacher Hired in Feb 2020 @ \$53,000 @ 20hrs/wk; English Teacher Hired Feb 2020 @ \$53,000 @ 20hrs/wk
	Special Education Teachers	0.29	\$15,288	Spec Ed Hired Feb 2020 @ \$53,000 @ 20 hrs/wk
	Educational Assistants/Aides	0.00	\$0	
	Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)		0.00	\$0	
Total Instructional Compensation		0.58	61,153	
Non-Instructional Staff	FTE Count			
	Clerical Staff	0.00	\$0	
	Custodial Staff	0.00	\$0	
	Operations	0.00	\$0	
	Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)		0.29	\$18,750	Dir of Curriculum Hired Apr 2020 @ \$65,000 @ 20hrs/wk
Total Non-Instructional Compensation		0.29	18,750	
Bonus				
	Other Non FTE Compensation	-	-	
	Other Non FTE Compensation	-	-	
	Other Non FTE Compensation	-	-	
Total FTE Count		1.67		
Total Compensation			140,001	

The Gentlemen and Ladies STEM Academy						
New Charter School Application Budget Template						
Pre-Opening Budget						
Employer Benefits & Tax Assumptions						
Social Security Medicare State Unemployment Disability/Life Insurance Workers Compensation Insurance Other Fringe Benefits Medical Insurance Dental Insurance Vision Insurance Other Retirement  Total Employer Benefits & Taxes	<table><tr><th>Year 0</th></tr><tr><td>2019-20</td></tr></table>		Year 0	2019-20		
	Year 0					
	2019-20					
	Base Assumption			Assumption Notes		
	6.20%	\$8,680				
	1.45%	\$2,030				
	\$400 per employee	\$2,400				
	0.00%	\$3,500				
	0.32%	\$2,080				
	0.00%	\$0				
	\$0	\$0				
	\$0	\$0				
	0.00%	\$0				
18,690						

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Pre-Opening Budget									
Operating Expenses									
		Year 0							
		2019-20							
Assumption Notes									

The Gentlemen and Ladies STEM Academy				
New Charter School Application Budget Template				
Pre-Opening Budget				
Facility Related Expenses				
Rent		\$0		
Utilities		\$0		
Custodial		\$0		
Waste		\$0		
Faculty Furniture		\$40,000		
Student Furniture		\$0		
Internet/Network Equipment		\$0		
Other Equipment		\$0		
Building Decorum		\$0		
Tenant Improvements		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Other Charges				
Staff Recruitment		\$0		
Student Recruitment & Community Engagement		\$0		
Parent & Staff Meetings		\$0		
Authorizer Fee		\$0		
Bond Insurance		\$250		SCS Required Insurance During Planning
Debt Service				
Other		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Total Operating Expenses		60,750		
Total Expenses		219,441		



<



The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	505	650	780	830	865
# of Classes	25	34	41	41	41

**Administrative Staff**  
Principal/School Leader  
Assistant Principal  
Special Education Coordinator  
Deans, Directors  
Other (Specify in Assumptions)

1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
3.00	3.00	3.00	3.00	4.00	4.00
1.00	1.00	1.00	1.00	1.00	1.00
7.00	7.00	7.00	7.00	8.00	8.00

**Total Administrative FTE**

**Instructional Staff**  
Teachers  
Special Education Teachers  
Educational Assistants/Aides  
Elective Teachers  
Other (Specify in Assumptions)

25.00	34.00	41.00	41.00	41.00	41.00
3.00	4.00	5.00	5.00	5.00	5.00
6.00	7.00	8.00	8.00	8.00	8.00
3.00	4.00	5.00	5.00	5.00	5.00
2.00	2.00	2.00	2.00	2.00	2.00
39.00	51.00	61.00	61.00	61.00	61.00

**Total Instructional FTE**

**Non-Instructional Staff**  
Clerical Staff  
Custodial Staff  
Operations  
Social Workers/Counseling  
Other (Specify in Assumptions)

1.00	2.00	3.00	3.00	3.00	3.00
3.00	3.00	4.00	4.00	4.00	4.00
2.00	2.00	3.00	3.00	3.00	3.00
2.00	2.00	3.00	3.00	3.00	3.00
1.00	1.00	1.00	1.00	1.00	1.00
9.00	10.00	14.00	14.00	14.00	14.00

**Total Non-Instructional FTE**

55.00	68.00	82.00	83.00	83.00	83.00
-------	-------	-------	-------	-------	-------

**Total FTE**

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions

Compensation Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

0.00%	3.00%	3.00%	3.00%	3.00%
100.00%	103.00%	106.09%	109.27%	112.55%

Annual Increase  
Cumulative Increase

Administrative Staff	Base Assumption
Principal/School Leader	\$99,000
Assistant Principal	\$82,000
Special Education Coordinator	\$55,000
Deans, Directors	\$60,000
Other (Specify in Assumptions)	\$55,000
Total Administrative Compensation	

	99,000	101,970	105,029	108,180	111,425
	82,000	84,460	86,994	89,604	92,292
	55,000	56,650	58,350	60,100	61,903
	180,000	185,400	190,962	262,254	270,122
	55,000	56,650	58,350	60,100	61,903
	471,000	485,130	499,684	580,238	597,645

Assumption Notes
(2) Deans and (1) HR Manager
Office Manager

Instructional Staff	
Teachers	\$53,000
Special Education Teachers	\$53,000
Educational Assistants/Aides	\$28,000
Elective Teachers	\$48,000
Other (Specify in Assumptions)	\$33,000
Total Instructional Compensation	

	1,325,000	1,856,060	2,305,336	2,374,496	2,445,731
	159,000	218,360	281,139	289,573	298,260
	168,000	201,880	237,642	244,771	252,114
	144,000	197,760	254,616	262,254	270,122
	66,000	67,980	70,019	72,120	74,284
	1,862,000	2,542,040	3,148,751	3,243,214	3,340,510

(1) PE Teacher, (1) Music Teacher, (1) Arts Teacher
(2) Spec. Ed Teaching Assist

Non-Instructional Staff	
Clerical Staff	\$30,000
Custodial Staff	\$22,000
Operations	\$37,000
Social Workers/Counseling	\$52,000
Other (Specify in Assumptions)	\$45,000
Total Non-Instructional Compensation	

	30,000	61,800	95,481	98,345	101,296
	66,000	67,980	93,359	96,160	99,045
	74,000	76,220	117,760	121,293	124,931
	104,000	107,120	165,500	170,465	175,579
	45,000	46,350	47,741	49,173	50,648
	319,000	359,470	519,841	535,436	551,499

Admin Asst
Security Officers
Guidance Counselors
School Nurse

Other Compensation	
Other Compensation	
Other Compensation	
Other Compensation	

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-


Total Compensation	2,652,000	3,386,640	4,168,276	4,358,888	4,489,655
--------------------	-----------	-----------	-----------	-----------	-----------

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 1-5 Staff Assumptions						
Employer Benefits & Tax Assumptions						
	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
	2020-21	2021-22	2022-23	2023-24	2024-25	
Base Assumption						
	\$164,424	\$209,972	\$258,433	\$270,251	\$278,359	At 6.2% of wages paid
	\$38,454	\$49,106	\$60,440	\$63,204	\$65,100	At 1.45% of wages paid
	\$22,800	\$22,800	\$22,800	\$22,800	\$22,800	Based on 5% per employee of first \$8,000 wages
	\$6,895	\$8,805	\$10,838	\$11,333	\$11,673	
	\$8,486	\$10,837	\$13,338	\$13,948	\$14,367	
Social Security	\$0	\$0	\$0	\$0	\$0	
Medicare						
State Unemployment						
Disability/Life Insurance						
Workers Compensation Insurance						
Other Fringe Benefits						
Health Insurance						
Annual Increase	0.00%	3.00%	3.00%	3.00%	3.00%	
Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%	
Medical Insurance	\$276,760	\$342,176	\$412,624	\$417,656	\$417,656	Base \$7,189 per empl@ 70% = \$5,032 emp share
	\$0	\$0	\$0	\$0	\$0	
	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Legacy	\$238,680	\$304,798	\$375,145	\$392,300	\$404,069	TCRS Certified Legacy Retirement Program
	\$0	\$0	\$0	\$0	\$0	
	\$0	\$0	\$0	\$0	\$0	
	\$0	\$0	\$0	\$0	\$0	
	\$0	\$0	\$0	\$0	\$0	
Other Retirement	\$5,500	\$6,800	\$8,200	\$8,300	\$8,300	GASP 45 @ \$100 per employee

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 1 Budget

Revenue Assumptions

Year 1
2020-21
0.00%
100.00%

Annual Revenue Increase  
Cumulative Increase

State Revenues	Rate/Assumption	Assumption Notes
Basic Education Program	\$8,464	\$4,274,320
BEP Transportation Component	\$199	\$100,495
BEP Capital Outlay	\$350	\$176,750
Other	\$0	
Other	\$0	
Federal Revenues		
Title I	\$0	
Title II	\$300	\$60,600
Title III	\$0	\$300 per student for 40% of students
NSLP	\$0	
E-Rate	\$0	
CSP Startup Grant	\$0	
Other	\$0	
Other	\$0	
School Activity Revenues		
Other	\$0	
Other	\$0	
Other	\$0	
Other	\$0	
Other	\$0	
Fundraising & Philanthropy		
The LeFlore Foundation	\$0	
Other	\$0	
Other	\$0	
Other	\$0	
Other	\$0	
Total Revenues		4,612,165

Compensation

Year 1
2020-21

Administrative Staff	FTE Count	Assumption Notes
Principal/School Leader	1.00	99,000
Assistant Principal	1.00	82,000

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template

Year 1 Budget

Special Education Coordinator	1.00	55,000	
Deans, Directors	3.00	180,000	(2) Dean of Students (1) HR Manager
Other (Specify in Assumptions)	1.00	55,000	Office Manager
<b>Total Administrative Compensation</b>	<b>7.00</b>	471,000	

Instructional Staff

Teachers	25.00	1,325,000	
Special Education Teachers	3.00	159,000	
Educational Assistants/Aides	6.00	168,000	
Elective Teachers	3.00	144,000	
Other (Specify in Assumptions)	2.00	66,000	
<b>Total Instructional Compensation</b>	<b>39.00</b>	1,862,000	

Non-Instructional Staff

Clerical Staff	1.00	30,000	
Custodial Staff	3.00	66,000	
Operations	2.00	74,000	
Social Workers/Counseling	2.00	104,000	
Other (Specify in Assumptions)	1.00	45,000	
<b>Total Non-Instructional Compensation</b>	<b>9.00</b>	319,000	

Other Compensation	-		
Other Compensation	-		
Other Compensation	-		
Other Compensation	-		

Total Compensation

2,652,000

Employer Benefits & Taxes

<b>Year 1</b>
2020-21

Assumption Notes

Social Security	164,424	
Medicare	38,454	
State Unemployment	22,800	
Disability/Life Insurance	6,895	
Workers Compensation Insurance	8,486	
Other Fringe Benefits	-	
Medical Insurance	276,760	
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	238,680	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	5,500	

Total Employer Benefits & Taxes

762,000

Operating Expenses

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 1 Budget

Year 1
2020-21

Contracted Services			Assumption Notes
Professional Development	\$200	\$7,800	\$200 per FT Teachers and Administrators
Financial Services	\$1,200	\$14,400	Est. annual cost
Audit Services	\$10,000	\$10,000	Est. annual cost
Legal Fees	\$5,000	\$5,000	Est. annual cost
Copier Lease and Usage	\$1,000	\$1,000	Est. annual cost
Internet and Phone Service	\$500	\$6,000	Est. annual cost
Cell Phone Service	\$500	\$500	Est. annual cost
Payroll Services	\$5,000	\$5,000	Est. annual cost - ADP
Health Services	\$0	\$0	
Transportation	\$10,000	\$10,000	Est. annual cost - fuel
IT Services	\$20,000	\$20,000	Est. annual cost - outsourced support
STEM Content Development	\$50	\$20,000	At \$50 per hr for 400 hrs
ELL Consultant	\$40	\$20,200	At \$40 per student
Travel Staff	\$400	\$10,000	At \$400 per teacher
Student Field Trips	\$800	\$20,000	Est. \$800 per class

Supplies & Materials			
Textbooks and Instructional Supplies	\$100	\$50,500	\$100 per student
Education Software	\$100	\$50,500	\$100 per student
Student Supplies	\$50	\$25,250	\$50 per student
Faculty Supplies	\$100	\$4,000	\$100 per teacher and administration
Library Books	\$0	\$0	
Testing & Evaluation	\$70	\$35,350	\$70 per student
Student Laptops	\$520	\$52,000	Est initial investment for 100 laptops and docking stations desinated for student use
Faculty Laptops	\$520	\$26,000	Est initial investment
Office Supplies	\$200	\$2,400	Est annual cost
Printing Paper	\$600	\$600	Est annual cost
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses			
Rent	\$12	\$192,000	\$12 per sq ft for 16,000 sq ft starting October 2019
Utilities	\$2	\$24,000	\$1.50 per sq ft for 16,000 sq ft
Custodial	\$0	\$0	
Waste	\$400	\$4,800	\$400 per month
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 1 Budget

<b>Other Charges</b>			
Liability Insurance	\$225	\$113,625	\$225 per student
Building and Content Insurance	\$5,000	\$5,000	Est. annual cost
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Bond Insurance	\$1,500	\$1,500	Est annual cost
<b>Debt Service</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		737,425	
<b>Total Expenses</b>		4,151,425	





The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 1 Cash Flow															
Details of Cash Flow															
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Assumption Notes															
Revenues															
Assumption Notes															
State Revenues															
Basic Education Program	4,274,320	\$0	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	\$427,432	4,274,320	-
BEP Transportation Component	100,495	\$0	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	\$10,050	100,495	-
BEP Capital Outlay	176,750	\$0	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	\$17,675	176,750	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Federal Revenues															
Title I	60,600	\$0	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	\$6,060	60,600	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
School Activity Revenues															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Fundraising & Philanthropy															
The LeFlore Foundation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Revenues	4,612,165	-	461,217	461,217	461,217	461,217	461,217	461,217	461,217	461,217	461,217	461,217	461,217	4,612,165	-

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 1 Cash Flow																
Compensation																
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	2020-21	AR/AP	
99,000	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	99,000	-	-	
82,000	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	82,000	-	-	
55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	-	
180,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	180,000	-	-	
55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	-	
471,000	39,250	39,250	39,250	39,250	39,250	39,250	39,250	39,250	39,250	39,250	39,250	39,250	471,000	-	-	
Total Administrative Compensation																
Instructional Staff																
Teachers	\$0	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$132,500	\$0	1,325,000	-	-	
Special Education Teachers	\$0	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	\$0	159,000	-	-	
Educational Assistants/Aides	\$0	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$16,800	\$0	168,000	-	-	
Elective Teachers	\$0	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400	\$0	144,000	-	-	
Other (Specify in Assumptions)	\$0	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$0	66,000	-	-	
1,862,000	-	186,200	186,200	186,200	186,200	186,200	186,200	186,200	186,200	186,200	186,200	-	1,862,000	-	-	
Total Instructional Compensation																
Non-Instructional Staff																
Clerical Staff	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$0	30,000	-	-	
Custodial Staff	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	66,000	-	-	
Operations	\$0	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$0	74,000	-	-	
Social Workers/Counseling	\$0	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$0	104,000	-	-	
Other (Specify in Assumptions)	\$0	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$0	45,000	-	-	
319,000	5,500	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	30,800	5,500	319,000	-	-	
Total Non-Instructional Compensation																
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
2,652,000	44,750	256,250	256,250	256,250	256,250	256,250	256,250	256,250	256,250	256,250	256,250	44,750	2,652,000	-	-	
Total Compensation																
Employer Benefits & Taxes																
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	2020-21	AR/AP	
164,424	\$2,775	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$15,888	\$2,775	164,424	-	-	
38,454	\$649	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$3,716	\$649	38,454	-	-	
22,800	\$340	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$340	22,800	-	-	
6,895	\$100	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$100	6,895	-	-	
8,486	\$0	\$8,486	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	8,486	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
276,760	\$0	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	\$25,160	276,760	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
238,680	\$4,028	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$23,063	\$4,028	238,680	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	
5,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,500	5,500	-	-	
Total Employer Benefits & Taxes																
762,000	7,891	79,194	70,707	70,707	70,707	70,707	70,707	70,707	70,707	70,707	70,707	38,551	762,000	-	-	

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 1 Cash Flow																
Operating Expenses																
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
Contracted Services	7,800	\$0	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$0	7,800	-	Professional Development	
	14,400	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	14,400	-	Financial Services	
	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Audit Services	
	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Legal Fees	
	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Copier Lease and Usage	
	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Internet and Phone Service	
	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-	Cell Phone Service	
	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Payroll Services	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services	
	10,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$0	10,000	-	Transportation	
	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	IT Services	
	20,000	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	20,000	-	STEM Content Development	
	20,200		\$2,020	\$2,020	\$2,020	\$2,020	\$2,020	\$2,020	\$2,020	\$2,020	\$2,020		20,200	-	ELL Consultant	
	10,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000		10,000	-	Travel for Staff	
	20,000		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000		20,000	-	Student Field Trips	
Supplies & Materials	50,500	\$0	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$0	50,500	-	Textbooks and Instructional Supplies	
	50,500	\$0	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$5,050	\$0	50,500	-	Education Software	
	25,250	\$0	\$2,525	\$2,525	\$2,525	\$2,525	\$2,525	\$2,525	\$2,525	\$2,525	\$2,525	\$0	25,250	-	Student Supplies	
	4,000	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$0	4,000	-	Faculty Supplies	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books	
	35,350	\$0	\$3,535	\$3,535	\$3,535	\$3,535	\$3,535	\$3,535	\$3,535	\$3,535	\$3,535	\$0	35,350	-	Testing & Evaluation	
	52,000	\$0	\$52,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	52,000	-	Student Laptops	
	26,000	\$0	\$26,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	26,000	-	Faculty Laptops	
	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Office Supplies	
	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Printing Paper	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Marketing Materials	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Students	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies	

The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 1 Cash Flow																				
Facility Related Expenses	Rent	192,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	192,000	-	Rent
	Utilities	24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	24,000	-	Utilities
	Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
	Waste	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Waste
	Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
	Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
	Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
	Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
	Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
	Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
	Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
	Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
	Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
	Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
	Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
	Other Charges	Liability Insurance	113,625	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	\$9,469	113,625	-
Building and Content Insurance		5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Building and Content Insurance
Parent & Staff Meetings		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Authorizer Fee
Bond Insurance		1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Bond Insurance
Debt Service	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses		737,425	36,001	136,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	58,961	33,819	737,425	-	
Total Expenses		4,151,425	88,642	472,404	385,918	385,918	385,918	385,918	385,918	385,918	385,918	385,918	385,918	385,918	385,918	385,918	117,120	4,151,425	-	



The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 2 Through 5 Budget						
Revenue Assumptions						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2020-21	2021-22	2022-23	2023-24	2024-25	
	0.00%	0.00%	0.00%	0.00%	0.00%	
	100.00%	100.00%	100.00%	100.00%	100.00%	
Annual Revenue Increase						
Cumulative Increase						
Assumption Notes						
State Revenues						
Basic Education Program	4,274,320	\$5,501,600	\$6,601,920	\$7,025,120	\$7,321,360	
BEP Transportation Component	100,495	\$129,350	\$155,220	\$165,170	\$172,135	
BEP Capital Outlay	176,750	\$227,500	\$273,000	\$290,500	\$302,750	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Federal Revenues						
Title I	60,600	\$78,000	\$93,600	\$99,600	\$103,800	\$300 per student for 40% of students
Title II	-	\$0	\$0	\$0	\$0	
Title III	-	\$0	\$0	\$0	\$0	
NSLP	-	\$0	\$0	\$0	\$0	
E-Rate	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
School Activity Revenues						
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Fundraising & Philanthropy						
The LeFlore Foundation	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Total Revenues	4,612,165	5,936,450	7,123,740	7,580,390	7,900,045	

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 2 Through 5 Budget

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Administrative Staff

Principal/School Leader  
Assistant Principal  
Special Education Coordinator  
Deans, Directors  
Other (Specify in Assumptions)

Total Administrative Compensation

Assumption Notes

99,000	101,970	105,029	108,180	111,425	
82,000	84,460	86,994	89,604	92,292	
55,000	56,650	58,350	60,100	61,903	
180,000	185,400	190,962	262,254	270,122	
55,000	56,650	58,350	60,100	61,903	
471,000	485,130	499,684	580,238	597,645	

Instructional Staff

Teachers  
Special Education Teachers  
Educational Assistants/Aides  
Elective Teachers  
Other (Specify in Assumptions)

Total Instructional Compensation

1,325,000	1,856,060	2,305,336	2,374,496	2,445,731	
159,000	218,360	281,139	289,573	298,260	
168,000	201,880	237,642	244,771	252,114	
144,000	197,760	254,616	262,254	270,122	
66,000	67,980	70,019	72,120	74,284	
1,862,000	2,542,040	3,148,751	3,243,214	3,340,510	

Non-Instructional Staff

Clerical Staff  
Custodial Staff  
Operations  
Social Workers/Counseling  
Other (Specify in Assumptions)

Total Non-Instructional Compensation

30,000	61,800	95,481	98,345	101,296	
66,000	67,980	93,359	96,160	99,045	
74,000	76,220	117,760	121,293	124,931	
104,000	107,120	165,500	170,465	175,579	
45,000	46,350	47,741	49,173	50,648	
319,000	359,470	519,841	535,436	551,499	

Other Compensation  
Other Compensation  
Other Compensation  
Other Compensation

-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	-	

Total Compensation

2,652,000	3,386,640	4,168,276	4,358,888	4,489,655
-----------	-----------	-----------	-----------	-----------

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 2 Through 5 Budget

Employer Benefits & Taxes

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Social Security	164,424	209,972	258,433	270,251	278,359	Assumption Notes
Medicare	38,454	49,106	60,440	63,204	65,100	
State Unemployment	22,800	22,800	22,800	22,800	22,800	
Disability/Life Insurance	6,895	8,805	10,838	11,333	11,673	
Workers Compensation Insurance	8,486	10,837	13,338	13,948	14,367	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	276,760	342,176	412,624	417,656	417,656	
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	238,680	304,798	375,145	392,300	404,069	
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	5,500	6,800	8,200	8,300	8,300	

Total Employer Benefits & Taxes	762,000	955,294	1,161,818	1,199,792	1,222,323
---------------------------------	---------	---------	-----------	-----------	-----------

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 2 Through 5 Budget

Operating Expenses

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25
0.00%	3.00%	3.00%	3.00%	3.00%
100.00%	103.00%	106.09%	109.27%	112.55%

Annual Expense Increase  
Cumulative Increase

Contracted Services						Assumption Notes
Professional Development	\$0	7,800	\$8,034	\$8,275	\$8,523	\$8,779
Financial Services	\$0	14,400	\$14,832	\$15,277	\$15,735	\$16,207
Audit Services	\$0	10,000	\$10,300	\$10,609	\$10,927	\$11,255
Legal Fees	\$0	5,000	\$5,150	\$5,305	\$5,464	\$5,628
Copier Lease and Usage	\$0	1,000	\$1,030	\$1,061	\$1,093	\$1,126
Internet and Phone Service	\$0	6,000	\$6,180	\$6,365	\$6,556	\$6,753
Cell Phone Service	\$0	500	\$515	\$530	\$546	\$563
Payroll Services	\$0	5,000	\$5,150	\$5,305	\$5,464	\$5,628
Health Services	\$0	-	\$0	\$0	\$0	\$0
Transportation	\$0	10,000	\$10,300	\$10,609	\$10,927	\$11,255
IT Services	\$0	20,000	\$20,600	\$21,218	\$21,855	\$22,510
STEM Content Development	\$0	20,000	\$20,600	\$21,218	\$21,855	\$22,510
ELL Consultant	\$0	20,200	\$20,806	\$21,430	\$22,073	\$22,735
Travel Staff	\$0	10,000	\$10,300	\$10,609	\$10,927	\$11,255
Student Field Trips	\$0	20,000	\$20,600	\$21,218	\$21,855	\$22,510

Supplies & Materials						
Textbooks and Instructional Supplies	\$0	50,500	\$52,015	\$53,575	\$55,183	\$56,838
Education Software	\$0	50,500	\$52,015	\$53,575	\$55,183	\$56,838
Student Supplies	\$0	25,250	\$26,008	\$26,788	\$27,591	\$28,419
Faculty Supplies	\$0	4,000	\$4,120	\$4,244	\$4,371	\$4,502
Library Books	\$0	-	\$0	\$0	\$0	\$0
Testing & Evaluation	\$0	35,350	\$36,411	\$37,503	\$38,628	\$39,787
Student Laptops	\$0	52,000	\$53,560	\$55,167	\$56,822	\$58,526
Faculty Laptops	\$0	26,000	\$26,780	\$27,583	\$28,411	\$29,263
Office Supplies	\$0	2,400	\$2,472	\$2,546	\$2,623	\$2,701
Printing Paper	\$0	600	\$618	\$637	\$656	\$675
Marketing Materials	\$0	-	\$0	\$0	\$0	\$0
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0
Gifts & Awards - Students	\$0	-	\$0	\$0	\$0	\$0
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0
Health Supplies	\$0	-	\$0	\$0	\$0	\$0



The Gentlemen and Ladies STEM Academy New Charter School Application Budget Template Year 2 Through 5 Budget									
Facility Related Expenses	Rent	\$0	192,000	\$197,760	\$203,693	\$209,804	\$216,098		
	Utilities	\$0	24,000	\$24,720	\$25,462	\$26,225	\$27,012		
	Custodial	\$0	-	\$0	\$0	\$0	\$0		
	Waste	\$0	4,800	\$4,944	\$5,092	\$5,245	\$5,402		
	Faculty Furniture	\$0	-	\$0	\$0	\$0	\$0		
	Student Furniture	\$0	-	\$0	\$0	\$0	\$0		
	Internet/Network Equipment	\$0	-	\$0	\$0	\$0	\$0		
	Other Equipment	\$0	-	\$0	\$0	\$0	\$0		
	Building Decorum	\$0	-	\$0	\$0	\$0	\$0		
	Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
	Other	\$0	-	\$0	\$0	\$0	\$0		
Other Charges	Liability Insurance	\$0	113,625	117,034	120,545	124,161	127,886		
	Building and Content Insurance	\$0	5,000	5,150	5,305	5,464	5,628		
	Parent & Staff Meetings	\$0	-	-	-	-	-		
	Authorizer Fee	\$0	-	-	-	-	-		
	Bond Insurance	\$0	1,500	1,545	1,591	1,639	1,688		
Debt Service	Other	\$0	-	-	-	-	-		
	Other	\$0	-	-	-	-	-		
	Other	\$0	-	-	-	-	-		
	Other	\$0	-	-	-	-	-		
	Other	\$0	-	-	-	-	-		
Total Operating Expenses			737,425	759,548	782,334	805,804	829,978		
Total Expenses			4,151,425	5,101,482	6,112,428	6,364,485	6,541,956		

The Gentlemen and Ladies STEM Academy  
New Charter School Application Budget Template  
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
<b>Starting Fund Balance</b>	-	130,559	591,299	1,426,268	2,437,579	3,653,485
State Revenues	-	4,551,565	5,858,450	7,030,140	7,480,790	7,796,245
Federal Revenues	100,000	60,600	78,000	93,600	99,600	103,800
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	250,000	-	-	-	-	-
<b>Total Revenues</b>	<b>350,000</b>	<b>4,612,165</b>	<b>5,936,450</b>	<b>7,123,740</b>	<b>7,580,390</b>	<b>7,900,045</b>
Staffing	140,001	2,652,000	3,386,640	4,168,276	4,358,888	4,489,655
Employer Benefits & Taxes	18,690	762,000	955,294	1,161,818	1,199,792	1,222,323
Contracted Services	14,500	149,900	154,397	159,029	163,800	168,714
Supplies & Materials	6,000	246,600	253,998	261,618	269,466	277,550
Facility-Related Expenses	40,000	220,800	227,424	234,247	241,274	248,512
Other Charges	250	120,125	123,729	127,441	131,264	135,202
Debt Service	-	-	-	-	-	-
<b>Total Expenses</b>	<b>219,441</b>	<b>4,151,425</b>	<b>5,101,482</b>	<b>6,112,428</b>	<b>6,364,485</b>	<b>6,541,956</b>
<b>Net Income</b>	<b>130,559</b>	<b>460,740</b>	<b>834,968</b>	<b>1,011,312</b>	<b>1,215,905</b>	<b>1,358,089</b>
<b>Ending Fund Balance</b>	<b>130,559</b>	<b>591,299</b>	<b>1,426,268</b>	<b>2,437,579</b>	<b>3,653,485</b>	<b>5,011,573</b>

## SUPPLEMENT TO SHELBY COUNTY SCHOOLS: Section 1.2 Enrollment Summary

Please describe the need for the proposed charter school in your selected region, using the defined categories and the Regional Seats Analysis to guide your discussion.

The principal developer of the Gentlemen and Ladies Leadership of Excellence Academy, the LeFlore Foundation, has maintained a children and youth services presence in the Cordova community since 2007. The Foundation, whose mission is children's resources development with a slant towards behavior modification, is the founder of a robust pre-school and after school program, an early child care program (ages 0-3), pre-K, and kindergarten which has now become a separate corporate entity from the Foundation. Because of the Foundation's relationship with Gentleman and Ladies Academy, Inc. and the fact that the STEM school is proposing to co-locate with this child care facility, developers view it as high priority to be able to provide "one stop learning" for families utilizing before and after school child care services. In fact, parents whose children are currently served by the child care program routinely ask the center operators to consider opening a charter school which would give their children the convenience of a "continuum of learning" integrated with child care. The entire spectrum of the child's total care and academic experience in one location would eliminate the logistics of parents picking up and dropping off children. It also would reduce the tremendous burden of worry parents bear when they know that their children are in one location for the duration of the school day.

GLA-STEM will utilize a combination of several innovative teaching methods, giving schools and teachers greater authority and greater responsibility for student performance. Among those methods identified they include: blended instruction, project-based learning, inquiry-based learning, technology-based learning, differentiated instruction, and pull out. Innovative instructions will permit teachers to do what's fair and developmentally appropriate for students when "regular" instruction doesn't meet their needs. The developmental needs of typical 'tweens' (middle school students) and the wildly varying needs of individuals within this age group will be a point of focus for middle grade teachers that require special skills.

We know from our school leadership and teaching experience and research that one of the single most important factors in our students' success is a high level of parental and community member involvement in the school and in their students' lives. We are highly committed to engaging parents/guardians and community members in our students' academic and personal development. We will also encourage parental involvement activities discussed above.

Gentlemen and Ladies Academy will accept any student eligible to attend Shelby County Schools from any school zone or region. However, students are projected to come from a geographical net that largely encompasses an area in Shelby County widely known as the Cordova community. The GLA-STEM service area is primarily comprised of zip code 38016, but it also reaches substantially into 38018. The original incorporated town of Cordova is in zip code 38016. It was annexed in large part by the city of Memphis between 1905 and 2001. The remainder of Cordova that was not annexed is in unincorporated Shelby County, in the Memphis Annexation Reserve area.

Currently, the waitlist for charter schools in Memphis and surrounding areas indicates that parents and families of students in low performing or overcrowded schools want more options. This increased demand clearly indicates the need for academically rigorous schools that will prepare these students for success in high school, college, and life beyond.